QAA

Integrated quality and enhancement review

Summative review

March 2010

Havering College of Further and Higher Education

SR71/2009

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 Havering College of Further and Higher Education carried out in March 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 support provided to staff by the Quality and Standards section in the continued and effective operation of College strategies, policies and procedures relating to quality and standards, including the preparations for the Summative review, the evaluative self-evaluation and availability of detailed supporting documentation

- the Curriculum Map, which places strategic emphasis on progression from further education into and through higher education and plays a key role in achieving the College's strategic objectives

- a quality management system which strikes an appropriate balance between centralised control and delegated power and responsibility, resulting in highly effective curriculum planning and delivery

- the establishment of the new centralised mitigating circumstances procedure and the associated database, enabling students with recurring problems to be supported more effectively

- the evident commitment of staff engaged in the delivery of higher education programmes, and the excellent rapport with the students

- the ease of access to, and approachability of, tutors and their role in providing effective support for students to assist them in acquiring the skills and knowledge necessary to demonstrate achievement of learning outcomes

- the excellent engagement with employers, ensuring continuing relationships that safeguard, develop and enrich learning and employment opportunities for students

- the strategic commitment to staff development and scholarly activity in order to enhance the student learning experience.

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 **desirable** for the College to:

- expand the database, developed to enable external examiner and verifier activities to be monitored and action points tracked, as soon as possible to cover external examiner reports for all higher education programmes

- continue improving support for higher education students with learning difficulties and invisible disabilities

- continue implementing the actions planned to make improvements to the learning opportunities at Thames Gateway College, pending the longer term relocation of higher education engineering programmes to the College's main campus.

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 Havering College of Further and Higher Education (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 Edexcel, London South Bank University, the University of East London, the University of Greenwich and the Open University. The review was carried out by Ms Ann Kettle, Ms Jenny Steer, Dr Robert Wilkinson (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 engagements in assessment and employer engagement. 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 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 (FD) awards, Section D of this report summarises details of the FD programmes delivered at the College.

4   The College, founded in 1947, is situated in the London Borough of Havering, and is the largest further education institution providing higher education in London and the sixth largest in England. Students are drawn from Essex, Kent and neighbouring London boroughs. The profile of the College indicates that 25 per cent of the student body is from black and minority ethnic backgrounds. The College's mission is 'To deliver high quality education and training that responds to the needs of employers and individuals'. This integrates and incorporates the College's approach to its higher education portfolio, developed over the last 35 years, which is to work with employers to generate 'fit for purpose' provision. The College operates on two main campuses, Ardleigh Green, Hornchurch and Quarles at Harold Hill. There is a further site at the Centre for Engineering and Manufacturing Excellence that operates under the name of 'Thames Gateway College'. This is a partnership between Havering and Barking Colleges, the Learning and Skills Council, London Development Agency and Ford Motor Company to provide high-quality facilities for engineering training and education. Since summer 2009 a further campus has been established in Rainham, Essex.

5   In the academic year 2009-10, approximately 9,000 students are enrolled with the College's further education provision and 1,229 students are following higher education programmes funded by HEFCE. Of these, 453 are studying part-time, giving a total of 1,056.6 full-time equivalent higher education students. Higher education programmes are delivered across four academic departments: Business, Care and Services Sectors; Employment and Skills Training; Technology; and the Academy of Arts and Science.

Higher education provision at the College

6   The College offers the following higher education programmes in conjunction with four universities and Edexcel:

Validated by Edexcel

- HNC/D Performing Arts (Dance/Drama) (16.0 full-time equivalent (FTE) students)

- HNC/D Graphic Design (6.0 FTE)

- HNC Construction (23.0 FTE)

- HNC Engineering (40.5 FTE)

Validated by London South Bank University

- FD Early Years, Childcare and Education (38.0 FTE)

Validated by the Open University

- FD Computing and Systems Development (29.0 FTE)

- FD Engineering (33.7 FTE)

- FD Motorsport Engineering (11.7 FTE)

- FD Teaching Assistants (15.0 FTE)

- BA (Hons) Fine Art (32.6 FTE)

- BA (Hons) 3D Design (26.4 FTE)

- BA (Hons) Fashion (13.0 FTE)

- BA (Hons) Contemporary Music and Technology (26.7 FTE)

- BA (Hons) Graphic Design (59.7 FTE)

- BA (Hons) Learning Disabilities Studies (27.0 FTE)

- BA (Hons) Social Work (314.6 FTE)

- Post Qualifying Awards in Social Work (4.0 FTE)

- BA (Hons) Combined Studies (60 FTE)

- BA (Hons) Counselling and Psychotherapy (50.3 FTE)

- BA (Hons) Pastoral Care with Psychology (19.0 FTE)

- BA (Hons) in Youth and Community Studies (incorporating the Dip HE in Youth and Community Work) (30.8 FTE)

- BEng (Hons) Engineering (36.2 FTE)

Validated by University of East London

- BA (Hons) Graphic Design (16.0 FTE)

- BA (Hons) Moving Image (6 FTE)

- BA (Hons) Music Practice and Technology (9.0 FTE)

- BA (Hons) Photography (6.0 FTE)

- FD Teaching Assistants (15.0 FTE)

- Post Graduate Certificate in Education (PGCE) full-time (44.0 FTE)

Validated by University of Greenwich

- Professional Certificate in Education (CertEd) (28.5 FTE)

- PGCE (19.0 FTE).

Partnership agreements with the awarding bodies

7   The College currently works with Edexcel and four partner higher education institutions. It has made a strategic decision to adopt the Open University as its primary validating body, and is currently in a transition period with some existing programmes coming to an end and new students registered on recently approved Open University-validated programmes. The awarding universities 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 each 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.

8   The partner institutions provide comprehensive documentation to support their validated programmes, and arrange relevant staff training events. Link tutors are formally designated by London South Bank University, the University of East London and the University of Greenwich for their respective programmes. The BA (Hons) Pastoral Care with Psychology programme, validated by the Open University, is delivered in conjunction with the William Booth College. The College is a recognised centre for the delivery of Edexcel programmes, all funded directly by HEFCE.

Recent developments in higher education at the College

9   The College is developing its higher education provision strategically with the aim of establishing comprehensive progression for students from further to higher education and also between levels, providing visible routes offering progression within the College. Although the College initially supports new programmes with low numbers, the expectation is that growth will occur. This has not occurred in some cases, leading to the closing of some programmes and rationalisation of others. Similarly, a new BSc Computing 'top up' programme had been validated but the College was concerned that it could not guarantee students a high-quality experience at this stage, so its introduction is being deferred for a year until September 2010. The main development in physical resources was the opening of the purpose-built facility in Rainham, about four miles from the main site, to house the College's construction provision.

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. The submission was constructed by a group of four students following a series of student 'focus group' meetings with the Higher Education Development Manager and discussions with programme groups and representatives. In compiling the submission, the students also used information obtained from a questionnaire, which canvassed the opinions of 365 full and part-time, higher education students, covering 30 programmes of study. The review coordinator also explained the Summative review process to student representatives at the preparatory meeting. The team had the opportunity to meet a group of 22 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 Higher education programmes are offered in each of the College's four academic or curriculum departments. The College's management structure requires each academic department to manage its higher education provision to ensure that it remains of a high quality. Within each department, a curriculum director, who is responsible for the entire curriculum and related budgets and who reports to the Vice-Principal Curriculum, Quality and Student Achievement, heads each department. Area heads, line-managed by curriculum directors, are responsible for specified programmes within a designated curriculum area. They, in turn, line manage curriculum managers who are responsible for a programme or cluster of programmes and in turn line-manage the programme teams. All curriculum managers and area heads meet with the Principal and the senior management team three times a year to set and review targets for each higher education programme and to determine the future portfolio of provision.

12 The Academic Registrar and Director of Higher Education Development also reports to the Vice-Principal Curriculum, Quality and Student Achievement. The Academic Registrar and Director of Higher Education Development heads the Quality and Standards section and has responsibility for the quality assurance and development of the College's higher education provision and for liaison with all validating universities and awarding bodies. He is the line manager for the Higher Education Development Manager who is responsible for the development of higher education programmes, supporting individuals and staff teams to prepare programmes for validation, and for developing higher education documentation and policy documents. This post has recently been reviewed and given a strategic role to ensure the quality and sustainability of the curriculum. A Higher Education Policies and Procedures Manager is responsible for the maintenance and development of documentation and supporting systems. The administrative units that provide support for higher education programme teams on each of the two campuses joined the Quality and Standards section from September 2009, under the line management of the Academic Registrar, in order to create a cohesive support system with enhanced communication.

13 A Higher Education Strategy Group meets regularly to monitor implementation of the higher education strategy action plan and to consider operational matters. This group, chaired by the Academic Registrar and Director of Higher Education Development, was responsible for the preparation of the reflective self-evaluation and the organisation of the extensive documentation that supported it. The support provided to staff by the Quality and Standards section in the continued and effective operation of College strategies, policies and procedures relating to quality and standards, including the preparation for the Summative review, the evaluative self-evaluation and availability of detailed supporting documentation, is identified as an area of good practice.

14 The College Management Team assists the Principal and uses working groups, including the Higher Education Strategy Group, to implement strategies, projects and pilot activities. Academic Council has responsibility for academic decision making and has oversight of all matters that have an impact on the maintenance and enhancement of the quality of the student experience and the assurance of the academic standards of both further and higher education programmes. It is responsible for ensuring that curriculum areas and teams are managing and delivering programmes and courses according to College policies, procedures and requirements and those of external and validation bodies. Operational aspects are delegated to various subcommittees and working groups and these delegated powers are monitored by the receipt of minutes and reports. Academic Council advises the Corporation on all matters relating to the curriculum and quality. The Corporation's Curriculum Committee has a standing item on quality and receives an annual report on quality and standards.

What account is taken of the Academic Infrastructure?

15 The extent to which all aspects of the Academic Infrastructure had been thoroughly embedded throughout the higher education curriculum was identified in the report of the Developmental engagement in assessment as an area of good practice. In the action plan following the report, the College undertook to monitor and evaluate the extent of the embedding of the Academic Infrastructure to ensure that it remained central to all higher education programmes and developments across the College; recent validation and revalidation processes confirm the extent of the embedding. The College's responsibilities, as set out in the partnership agreements or memoranda of agreement with its validating bodies, include ensuring the adherence to the *Code of practice*. During 2007-08 the College reviewed and remapped its policies against the recently updated *Sections 5* and *9* of the *Code of practice*.

16 The report of the Developmental engagement in assessment recommended that it would be desirable for the College to review the programme specification template, where possible, to make it more readily accessible and understandable for all stakeholders and to apply it consistently across all higher education programmes. In the subsequent action plan the College undertook to develop a bespoke programme specification to be used for the validation of new programmes and the revalidation of existing ones. Although programme specifications vary according to the 'house style' adopted by the partner institutions, the College now uses, for validation and revalidation, a template validated by the Open University.

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?

17   The responsibility for the academic standards of the higher education programmes offered by the College lies with the validating university or awarding body. The responsibilities of the College are set out in partnership agreements and memoranda of cooperation and include administering the programmes according to the regulations of the validating body concerned. Although the regulations and procedures of the validating universities take precedence, the College's quality systems act as a generic 'umbrella' for those of the validating institutions. This enables a consistency of approach to the management of standards. The good progress made in the standardisation of policies, procedures and processes operated by the higher education administrative support units was identified as an area of good practice in the report of the Developmental engagement in assessment. The programmes validated by the Open University have permitted the College to develop and embed its own standardised processes for managing and operating its higher education provision. This enables the College to achieve the quality standards expected of its higher education programmes.

18   The College has developed a Curriculum Map that charts the vocational and academic routes for all subject areas from age 14 to Foundation Degree and beyond. The map allows any strategic gaps to be identified and appropriate programmes to be developed and presented for validation. It was explained in the self-evaluation that the strategic aims with regard to progression could only be supported if the provision is of a high quality and demand for the programmes remains at a level that provides an appropriate academic experience for students. The team agrees with this strategy.

19   The College has supported some newly-validated and specialist programmes and permits these to operate initially with low numbers. In some areas, however, the level of demand has not increased according to expectations with the result that three Open University validated programmes are not currently being offered, two programmes validated by the University of East London will be discontinued after 2009-10 and approval for a top-up for an existing Foundation Degree has been deferred for a year. Appropriate arrangements are in place to protect students when programmes are closed. Recruitment remains low for some programmes and the College intends to review its higher education provision in order to maintain the quality of the student experience and meet the needs and expectations of the market and the local economy.

20   The process of validation by the awarding body requires the College to submit extensive documentation to a panel of experts, including academic specialists and, where appropriate, representatives of employers and professional bodies. A one or two-day validation visit follows. Programmes are validated for a finite period (up to five years) and when they are due for re-approval a similar validation process is undertaken. Before programmes proceed to validation, the College holds a preliminary validation involving members of the College, external subject specialists from the Open University and external 'critical friends', funded by the Quality and Standards section. This process enables proposals to be considered in detail, programme specifications to be reviewed and recommendations made for the modification of the documentation before the validation event. Following concerns about the number of conditions imposed for re-approval at some recent revalidation events, the preliminary validation process has been extended to give time for discussions with the programme teams and for involvement of directors of the curriculum departments.

21 All College programmes are subject to an annual quality self assessment reporting process. In the case of higher education programmes this takes the form of an annual monitoring report written to the template of the validating university. The College has developed a quality cycle by which programme teams produce a draft report which is vetted by the director of the curriculum department. Review panels from Academic Council then scrutinize the reports and discuss them in meetings with the authors. Programme teams modify the reports which are then submitted to the director of the curriculum department and the Vice-Principal Curriculum, Quality and Student Achievement prior to formal approval by Academic Council before being dispatched to the validating university.

22 The validating university's response and related action points are sent to Quality and Standards before being forwarded to the programme team, which responds to the action points. The response is subject to approval by the director of the curriculum department and the Vice-Principal Curriculum, Quality and Student Achievement, and is subsequently forwarded to the validating university by the Quality and Standards section. Following confirmation by the university of its acceptance of the response and/or request for further actions, the Quality and Standards section pass this response to the programme team and notify the Academic Council. The Quality and Standards section records items for the following report by programme so that they can be tracked and reported on during the next cycle; this information can also be used to inform any related university report or College self-assessment report. The position of the Quality and Standards section as the hub of the process enables effective monitoring and tracking and aids the dissemination of good practice.

23 Since the Developmental engagement in assessment the College has activated an electronic database for higher education programmes that will enhance the monitoring and tracking of student performance and the operation of assessment boards. A Higher Education Assessment Strategy, which was in draft form at the time of the Developmental engagement, has been finalised, approved and implemented. The College has also reviewed and updated the assessment regulations for programmes validated by the Open University in order to ensure equity in student assessment across those programmes.

24 External examiners, appointed or approved by the validating body, are the mechanism by which the College assures the quality and standards of its higher education provision. The reports of external examiners are used in the production of annual monitoring reports and, in the case of the Open University, as part of an annual institutional overview of higher education programmes. Student representatives see the reports of external examiners in programme committee meetings. The College has a management procedure for identifying commendations and action points in the reports of external examiners and for preparing and approving action plans. A database has been developed to enable external examiner reports to be monitored and action points tracked. At the time of the review the database contained only the details of external examiner reports for Edexcel programmes. It would be desirable for the College to expand the database as soon as possible to cover external examiner reports for all higher education programmes.

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

25 The structure of curriculum departments allows each curriculum team to undertake scholarly activities related to their subject specialism and maximize the staff development opportunities to engage with the wider academic community, thus maintaining the currency of the curriculum. The College provides funding to release staff from teaching duties when they are engaged in developing new programmes or in the preparation

of programmes for revalidation. Academic reviewers from the Open University provide bespoke staff development for the relevant programme teams. Not all programmes, however, had clear specified learning outcomes. The College is working with the validating universities and external consultants to provide additional staff development in this area.

26 Under delegated authority from the Open University the College is permitted to have observers at validation events and to write reports, with the Open University validation service exercising editorial control over the final document. This successfully promotes ownership of the report and responsibility for the associated conditions and provides an opportunity for staff development.

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?

27 The arrangements outlined in paragraphs 11 to 14 are also relevant in supporting the College's management of the quality of learning opportunities. Support for higher education and planned provision of appropriate learning opportunities is manifest across the institution and integrated into practice and procedure at all levels. The quality management system strikes an appropriate balance between centralised control and delegated power and responsibility with the result that curriculum planning and delivery are highly effective in meeting the needs of students, College staff and external stakeholders. This is identified as an area of good practice.

28 Academic departments are supported effectively by staff with college-wide responsibility for the support and delivery of the higher education programmes. The Quality and Standards section, in particular, has made a significant contribution to the enhancement of learning opportunities by expediting the College's response to the recommendations arising from the Developmental engagements. Given the size of the higher education provision and the limited time between the Developmental engagements and the Summative review, the College has been exceptionally successful in bringing clarity and consistency to the practices and procedures designed to improve and enhance the provision. The College is making good progress in building electronic databases specifically for its higher education provision. The mitigating circumstances database is particularly innovative, giving the College the capacity to identify trends in mitigation claims and target support accordingly.

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

29 The arrangements outlined in paragraphs 17 to 24, 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 College delivers the programmes according to the regulations of the awarding body concerned, which encompass the relevant sections of the *Code of practice*. College procedures and processes overarch those of the validating universities and apply except where they conflict with those of the University, in which case the latter prevail.

30   Annual monitoring reports make effective use of progression and achievement data, student feedback and external examiners' reports in action planning and target setting for the following year. Area heads and curriculum managers meet with senior managers three times in the academic year to review progress against target and deal with matters causing concern. The team was provided with examples of programme and cross-college improvements to both the curriculum and resources that had resulted from action planning.

What account is taken of the Academic Infrastructure?

31   The College's higher education policies and procedures regulating teaching, learning and assessment, support for students, academic appeals and student complaints take into account the nature of the programmes, encompass the level of the award and reflect the needs of the student that the College aims to recruit. They comprehensively engage with the Academic Infrastructure, in line with validation requirements. The work-based learning and assessment opportunities available to students on Foundation Degrees reflect the *Code of practice, Section 9: Work-based and placement learning* and the *Foundation Degree qualification benchmark*.

32   Recent revalidation events had revealed the need for a review of the way that programmes were developed, in particular with regard to the number of learning outcomes and the associated assessment. The College intends to undertake an annual review of assessment strategies to provide mapping against *Section 6* of the *Code of practice* and ensure equity across programmes.

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

33   The College has developed a range of methods to assure itself that the quality of teaching and learning is being maintained. These include periodic internal inspection, periodic audit of programme documentation and annual observation of teaching and learning. In the case of annual observation, an element of externality ensures that the observations, judgements and feedback to staff are appropriate for the higher education provision. The Open University academic reviewers have also contributed to the initial training of observers. The standard of teaching and learning observed in higher education programmes was reported to have improved measurably between 2007-08 and 2008-09.

34   The College brings about improvement in the quality of teaching and learning through a systematic response to the outcomes of inspection and observation. Advanced Practitioners, line-managed by the Teaching Coach, support individual members of staff whose teaching is graded satisfactory or below and enhance the work of others cross-college to meet the objectives set out in the staff development strategy. The link between annual appraisal and the continuing professional development is mapped out in the continuing professional development policy. The College requires all teaching staff to acquire a recognised teaching qualification within two years of commencing employment and encourages higher education staff to join the Higher Education Academy.

35   In keeping with its strategy, the College is establishing a higher education ethos among both staff and students by supporting delivery at an appropriate level and encouraging self-directed learning. An Academic Practice Week in January 2010 included sessions for staff and students designed to raise the expectations of each about the other and to expand intellectual horizons.

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

36 A comprehensive induction programme, reinforced at various stages throughout the academic year, is referenced to a student's checklist to ensure that all matters affecting students' learning have been covered and understood. The College provides students with clear information on programme content and assessment. Students are well informed by student handbooks and associated documentation and by information on the virtual learning environment. An effective tutorial system supports students in their learning and provides additional opportunities for student feedback.

37 There is evident commitment of staff engaged on the delivery of higher education programmes to students, who confirmed that their programme of study met or exceeded their expectations. Personal development planning is well developed and instrumental in supporting the student learning experience. While students find the virtual learning environment a useful adjunct to conventional methods of teaching, they clearly place a high value on their contact with teachers. The students met by the team were highly satisfied with the standard of teaching and had an excellent rapport with both the teaching staff and others who support their learning. They also commented favourably on the ease of access to their tutors and the high level of effective personal support provided to assist them in acquiring the skills and knowledge necessary to demonstrate achievement of learning outcomes. The team identifies these as areas of good practice.

38 Students were clear about the way they were assessed and were satisfied with the quality of feedback provided on assessment. Although three weeks is the normal College timeframe for giving provisional feedback on assessed work, there remains considerable variation in practice across the programmes. This arises primarily from the differing moderation requirements and practices between different validating bodies.

39 The College has centralised its mitigating circumstances procedures for extensions of deadlines or deferment of assessments to ensure equity of treatment. A mitigating circumstances database has also been established to enable students with recurring problems to be supported. Students met by the review team were familiar with, and appreciative of, the mitigating circumstances procedure. A similar database allowing the monitoring and tracking of academic offences and appeals was under construction at the time of the review visit. The new centralised mitigating circumstances procedure and the associated database are identified as an area of good practice.

40 The College has a process for dealing with academic offences and investigates all allegations of plagiarism. Students who met the team were aware of the penalties for plagiarism and other forms of academic misconduct and were satisfied with the help given by the College in avoiding them. An anti-plagiarism software package is being piloted on five higher education programmes during 2009-10. A 'Guide to Harvard Referencing' is made available to all higher education students during induction.

41 Students on work-placement are well supported by the College, which is in the process of developing a work-placement handbook. Employers confirm that they have an exceptionally good relationship with the College, which they perceive brings great benefits for the students in work-based and work-related learning. The respective responsibilities of the College, employers and students are clearly set out in the work placement agreement and employers have confidence in the College to select appropriate students for placements. The excellent engagement with employers ensures continuing relationships that safeguard, develop and enrich learning and employment opportunities for students, in many cases leading to future employment with the placement employer. The College

has also achieved the Training Quality Standard Kite mark. This high level of employer engagement in training and education is an area of good practice.

42   Student progression routes in the College, from further education into and through higher education are clearly identified in the Curriculum Map. This strategic emphasis on progression encourages wider participation. Students on higher education programmes met by the team were clear about their immediate progression opportunities. Progression between levels and from the programme are reviewed and evaluated through annual monitoring. Opportunities for progression to employment are enhanced by the College's excellent relationship with placement employers. The team identified the Curriculum Map as an area of good practice that plays a key role in forward planning and achievement of the College's strategic objectives.

43   The College has two higher education student support officers – one based in the Higher Education Centre at the Quarles Campus and the other based in the Higher Education Office at Ardleigh Green - who give advice and guidance on financial and other matters. The College recognises that its mechanisms for supporting higher education students with learning difficulties and invisible disabilities is an area that requires further development. Significant improvements, however, have been made during the last year in order that higher education students' needs can be determined and supported at an early stage. Screening and interim support for dyslexia, pending receipt of Disabled Student Allowance, help individuals with emergent dyslexia to progress and achieve. The team recommends that the College continues to improve support for higher education students with learning difficulties and invisible disabilities.

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

44   The College makes substantial provision for staff development, which enables staff who teach on higher education programmes to take up opportunities in education, training, research and other scholarly activity. Clear evidence of appropriate subject up-dating, training related to teaching, assessment and support for students, industrial secondment, postgraduate study, and educational research was provided. Staff who met the team were appreciative of the high level of support and encouragement offered by the College in their professional development, citing examples of supported individual involvement in doctoral study (3-D design), industrial and professional secondments in engineering, teaching, and social work and in professional practice (Fine Arts and Theatre). This strategic commitment to staff development and scholarly activity significantly enhances the student learning experience and is identified as an area of good practice.

45   The College has a Research and Ethics Committee with a ring-fenced budget that enables staff to undertake research and scholarly activity related to the curriculum. The Staff Development and Continuing Professional Development Committee provides staff with support funding to undertake postgraduate qualifications and to enable secondments to industry or professional updating. Managers and staff enthusiastically embrace this strategic commitment to staff development and scholarly activity.

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?

46   Student responses to surveys and questionnaires indicate that resources are sufficient to enable them to achieve their programme learning outcomes. The College satisfies itself that

programmes requiring specialist equipment are sufficiently resourced initially by meeting the requirements specified in the validation report and, thereafter by conducting systematic annual reviews at programme level in order to plan for the next academic year. Decisions taken on capital spending are thus informed by student feedback, external examiners' reports and the analysis of progression and achievement data, as well as by the views of staff teaching on or managing the programme.

47 The Higher Education Centre at Quarles is appreciated by students both as a social space and for the unsupervised access to personal computers. Elsewhere in the College, access to computers is restricted by the need for supervision by staff and users of personal computers in the learning resources centre are timed-out at the end of their allotted session. The situation is expected to improve when the College opens a second Higher Education Centre at Ardleigh Green, due in September 2010.

48 Students based at Thames Gateway College are less satisfied than those based at the College's main centres. Students are relatively less satisfied with the learning resource centre and information technology facilities at Thames Gateway College. The team learnt, however, that the issues have been clearly identified by the Area Head and are being addressed in the action plan of the relevant annual monitoring report. Actions are planned to enhance the existing learning opportunities, pending the longer term relocation of higher education engineering programmes to the College's main campus at Ardleigh Green and the team recommends that these are implemented in a timely fashion.

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 Under the terms of the partnership agreements with validating bodies the College has responsibility for publishing information relating to publicity and marketing, programme specifications, administration, delivery and student support associated with its higher education provision, including programme handbooks, module information and teaching and assessment strategies. In addition, it is responsible for the maintenance of student achievement records and the provision of transcripts. The College organises its own graduation ceremony, produces an alumni association newsletter and runs a professorial lecture series. The College has a policy of publishing both electronic and paper-based information and makes good use of the higher education prospectus, the College website and the virtual learning environment to promote its activities. Students commented that information published in the College's higher education guide, on the website and in the local media was useful and accurately reflected their experiences.

50 The College has well-articulated strategies concerning its higher education provision and assessment policy that are clearly linked to other College strategies such as that concerned with employer engagement. It also publishes formal policies related to academic appeals, mitigating circumstances and academic offences, which are aligned with those of its validating bodies.

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?

51   The College's Deputy Principal has overall responsibility for the accuracy and completeness of published information in conjunction with the College's publicity manager, media and press officer, employment and skills training information services, and the e-marketing manager, who has responsibility for the College's website and virtual learning environment. Formal approval of the higher education strategy and other policy documents is the responsibility of the College Corporation and Academic Council. The Quality and Standards section, together with the introduction of a controlled document policy, continues to play a key role in ensuring the accuracy and completeness of public information.

52   Since the Developmental engagement in employer engagement recommended that the College needed to develop a mechanism for ensuring the accuracy of all higher education documents, the College has introduced clear procedures for the authorisation of public information which cover publicity materials, changes to the website and corporate documentation, together with a proof-reading process to ensure that all documents are reviewed annually. Under these procedures clear responsibility for checking the accuracy and completeness of published information is delegated to curriculum directors, area heads and curriculum managers, together with the publicity department and the director of Information and learning technology and e-marketing manager in relation to web-based material. All public information, including programme handbooks and marketing material, must be approved annually by the various validating bodies under the terms of their partnership agreements.

53   Programme specifications are provided for all programmes of study. At registration all students are provided with a programme handbook, which is available in both hard copy and on the virtual learning environment. The Developmental engagement in assessment identified the programme handbooks used by the BA (Hons) Moving Image, 3D Design and Fashion programmes as good practice. These have been now been used as exemplars for the revision and standardisation of programme handbooks across the College's provision. All programme handbooks are reviewed annually and are subject to periodic checks by Advanced Practitioners to ensure that they conform to minimum requirements. Students find their programme handbooks useful and commented that they are excellently laid out and contain all the information needed for their programme of study, including programme learning outcomes, assessment schedules and marking criteria.

54   At the beginning of each semester students are provided with detailed module information. In some programme areas this takes the form of comprehensive 'module guides' or 'readers', whereas in others teaching schemes, assignment briefs and schedules are provided separately. In all cases module information is available in both hard copy and on the virtual learning environment, which can be accessed both from the College and remotely. Students are fully aware of what is expected of the requirements of their programme of study.

55   Many programmes involving work-based or work-related learning have specific placement handbooks. During the Developmental engagement in employer engagement, the team noted that these varied considerably, but identified those relating to programmes accredited by professional, statutory or regulatory bodies as being of particularly high quality. Since then the College has reviewed the requirement for placement documentation

and produced standardised templates that specify the College's requirements for both students and employers, and reflect the *Code of practice, Section 9*. These will be piloted in 2010-11 prior to going live in 2011-12. Employers met by the team confirmed that employer handbooks are comprehensive and clearly articulate expectations, assessment schedules and feedback mechanisms.

56   The College website underwent a major review in 2008-09. The new website, operational since March 2009, is modern, accurate and informative, providing an excellent introduction to the College and its higher education provision, including various higher education strategy documents. The bespoke Creative Arts website is particularly well illustrated with photographs and video clips of student work. Students confirmed that although they found the website useful, a direct link to each programme would make navigation easier.

57   The College's expectations with regard to the use of the virtual learning environment are published in the e-learning strategy. The virtual learning environment platform at Havering differs from that at Thames Gateway College. The latter has been completely overhauled with new programme information and teaching materials uploaded. The resources on the virtual learning environment at Thames Gateway College are now nearly as comprehensive as those used elsewhere in the College. Students confirmed that they use the virtual learning environment and agreed that it is a valuable aid to teaching and learning, with material being uploaded in advance of teaching sessions. It could, however, be used more effectively in some areas.

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 took place in March 2009. The review team included two institutional nominees. The lines of enquiry agreed with the College were as follows:

- The systems for assessment, marking and grading are effective, reliable and accurate. They are commensurate with the level of the award and fully communicated to learners across the full range of provision.

- How the range, design and variety of assessment methods promote effective student opportunities for learning.

- Informal and formal assessment feedback to students is effective in improving learning.

The scope of the Developmental engagement encompassed HNC/D programmes (Edexcel), six Foundation Degrees (one with London South Bank University, three with the Open University, and two with the University of East London), the Postgraduate Certificate in Education (PGCE), Post Compulsory Education and Training (University of East London), the Professional Certificate in Education (Cert Ed) and PGCE (University of Greenwich), and 19 honours degrees (15 validated by the Open University, and four by the University of East London).

59   The Developmental engagement identified several elements of good practice. A range

and variety of assessments are used by many programmes, which effectively promote successful learning. Assignment briefs are detailed, aligned to intended learning outcomes, and are efficiently verified. Students benefit from detailed formative feedback, and tutors are readily available to enhance student learning. The College has developed a Curriculum Map which, in conjunction with the Higher Education and the Teaching and Learning Strategies, underpins its overall higher education policy. Policies, procedures and processes have been standardised, and the Academic Infrastructure was thoroughly embedded throughout the higher education curricula.

60 The College was advised to redraft the Institutional Agreement with the Salvation Army (William Booth College) to ensure it unambiguously indicates that the responsibility for academic standards lies with the Open University, and clearly indicates respective responsibilities of both partners in assurance of quality and learning opportunities. It would be desirable for the College to continue its provision-wide review of assessment to ensure that the amount, level and nature of assessment are appropriate for all programmes, standardise opportunities for feedback on and discussion of professional development plans with higher education students and establish mechanisms for the identification and dissemination of good assessment practice. Programme specification templates could usefully be reviewed to make them more consistent, readily accessible and understandable for all stakeholders, and it was recommended that programme handbooks be reviewed annually to provide a consistent and appropriate level of current information. It would also be desirable for the College review opening hours of the learning resources centres and to consider further methods and opportunities to promote and standardise the use of the virtual learning environment for assessment purposes, and ensure equivalence of opportunity for students using it throughout the College.

Summary of findings from the Developmental engagement in employer engagement

61 The Developmental engagement in employer engagement took place in March 2009. The review team included two institutional nominees. The lines of enquiry agreed with the College were as follows:

- The curriculum, its delivery and assessment enhances learner employment prospects and career progression.

- The management and tracking of work-placement activities is effective.

- Information relating to work-based learning activities is effectively communicated to students and employers.

The scope of the Developmental engagement encompassed HNC/D programmes (Edexcel), six Foundation Degrees (one with London South Bank University, three with the Open University, and two with the University of East London), the Postgraduate Certificate in Education (PGCE) Post Compulsory Education and Training (University of East London), the Professional Certificate in Education (Cert Ed) and PGCE (University of Greenwich), and 19 honours degrees (15 validated by the Open University, and four by the University of East London).

62 Good practice was identified in several areas. The College has established procedures to engage with employers, and they were found to be involved in curriculum development and design. Work-based or work-enhanced learning opportunities were identified which

were appropriate for a range of students. These were facilitated by the work placement coordinator. Interactive communication between employers, academic staff and students was found to be effective, especially in programmes accredited by professional, statutory and regulatory bodies.

63 The College was advised to develop a mechanism for ensuring accuracy of all higher education documents in the public domain, including those concerned with work placement. It was recommended that the College identifies and integrates work related activity within all programmes, devises, standardises and maintains an overview of procedures for tracking and monitoring work-based activities, and develops mechanisms for the identification and dissemination of good practice related to work placement activities. To further enhance the provision, it was recommended that the College formalises student induction prior to undertaking work related activity, and implements such processes across the higher education provision.

D Foundation Degrees

64 Havering College offers Foundation Degrees in Early Years Childcare and Education (London South Bank University); for Teaching Assistants (currently both the University of East London and the Open University); Computing and Systems Development, Engineering and Motor Sports Engineering (the Open University). The College has made a strategic decision to move to the Open University as it primary validating body. No new Foundation Degrees have been validated since the Developmental engagements in 2009. A new programme in business and management is being validated within this academic year.

65 The Foundation Degrees offered by Havering College are particularly well constructed to facilitate and integrate extensive and effective industrial, employer and professional body interaction. They have been developed specifically to meet local needs and facilitate widening participation from students under-represented in higher education. Discussions with employers confirmed that work-based or work-enhanced learning is well embedded within the Foundation Degree curriculum, and that the College consults appropriate employers and local industry when preparing new programmes for validation. There is impressive engagement with employers that ensures continuing relationships that safeguard, develop and enrich learning and employment opportunities for students. This is particularly evident in the Foundation Degree in Engineering developed in conjunction with the sector industry. It provides development of learning skills and subject knowledge for employees and facilitates progression to honours degree study.

66 In the course of the review, the team identified the following areas of **good practice** which also apply to the Foundation Degree provision:

- the support provided to staff by the Quality and Standards section in the continued and effective operation of College strategies, policies and procedures relating to quality and standards, including the preparations for the Summative review, the evaluative self-evaluation and availability of detailed supporting documentation (paragraphs 13, 22)

- the Curriculum Map, which places strategic emphasis on progression from further education into and through higher education, encourages wider participation and plays a key role in achieving the College's strategic objectives (paragraphs 18, 42)

- a quality management system which strikes an appropriate balance between centralised control and delegated power and responsibility, resulting in highly effective curriculum planning and delivery (paragraph 27)

- the establishment of the new centralized mitigating circumstances procedure and the associated database, enabling students with recurring problems to be supported more effectively (paragraphs 28, 39)

- the evident commitment of staff engaged on the delivery of higher education programmes, and the excellent rapport with the students (paragraph 37)

- the ease of access to, and approachability of, tutors and their role in providing effective support for students to assist them in acquiring the skills and knowledge necessary to demonstrate achievement of learning outcomes. (paragraph 37)

- the excellent engagement with employers, ensuring continuing relationships that safeguard, develop and enrich learning and employment opportunities for students (paragraph 41)

- the strategic commitment to staff development and scholarly activity to enhance the learning experience (paragraph 44).

67 The team also makes some recommendations for consideration by the College and its awarding bodies that also reflect the Foundation Degree provision.

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

- to expand the database, developed to enable external examiner and verifier activities to be monitored and action points tracked, as soon as possible to cover external examiner reports for all higher education programmes (paragraph 24)

- to continue improving support for higher education students with learning difficulties and invisible disabilities (paragraph 43)

- to continue implementing the actions planned to make improvements to the learning opportunities at Thames Gateway College, pending the longer term relocation of higher education engineering programmes to the College's main campus (paragraph 48).

E Conclusions and summary of judgements

68 The Summative review team has identified a number of features of good practice in Havering College of Further and Higher Education's management of its responsibilities for academic standards and for the quality of learning opportunities of the awards that 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 Edexcel, London South Bank University, the Open University, the University of East London and the University of Greenwich.

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

- the support provided to staff by the Quality and Standards section in the continued and effective operation of College strategies, policies and procedures relating to quality and standards, including the preparations for the Summative review, the evaluative self-evaluation and availability of detailed supporting documentation (paragraphs 13, 22)

- the Curriculum Map, which places strategic emphasis on progression from further education into and through higher education, encourages wider participation and plays a key role in achieving the College's strategic objectives (paragraphs 18, 42)

- a quality management system which strikes an appropriate balance between centralised control and delegated power and responsibility, resulting in highly effective curriculum planning and delivery (paragraph 27)

- the establishment of the new centralised mitigating circumstances procedure and the associated database, enabling students with recurring problems to be supported more effectively (paragraphs 28, 39)

- the evident commitment of staff engaged on the delivery of higher education programmes, and the excellent rapport with the students (paragraph 37)

- the ease of access to, and approachability of, tutors and their role in providing effective support for students to assist them in acquiring the skills and knowledge necessary to demonstrate achievement of learning outcomes (paragraph 37)

- the excellent engagement with employers, ensuring continuing relationships that safeguard, develop and enrich learning and employment opportunities for students (paragraph 41)

- the strategic commitment to staff development and scholarly activity to enhance the learning experience (paragraph 44).

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

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

- to expand the database, developed to enable external examiner and verifier activities to be monitored and action points tracked, as soon as possible to cover external examiner reports for all higher education programmes (paragraph 24)

- to continue improving support for higher education students with learning difficulties and invisible disabilities (paragraph 43)

- to continue implementing the actions planned to make improvements to the learning opportunities at Thames Gateway College, pending the longer term relocation of higher education engineering programmes to the College's main campus (paragraph 48).

71 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.

72 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.

73 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.

Havering College of Further and Higher Education action plan relating to the Summative review: March 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:						
• the support provided to staff by the Quality and Standards section in the continued and effective operation of College strategies, policies and procedures relating to quality and standards, including the preparations for the summative review, the evaluative self-evaluation and availability of detailed supporting documentation (paragraphs 13, 22)	Produce new guidelines for HE Curriculum Managers to ensure that staff joining course teams are fully informed as to the requirements of the college and validating universities	Oct 2010	Quality & Standards Section	Course Teams fully informed	Curriculum Quality & Student Achievement Committee (CQSA)	Detailed revised guidelines should bring about a common approach to the administration of HE programmes. The level of success will be determined via the annual reporting process
	Model of support re reviews & inspections established and applied to all external events	From Sept 2010	Quality & Standards Section	College model applied to all events	College Management Team (CMT) & CQSA	Analysis of support provision to be undertaken and the evaluation used to modify the model

Havering College of Further and Higher Education action plan relating to the Summative review: March 2010						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
● the Curriculum Map, which places strategic emphasis on progression from further education into and through higher education, encourages wider participation and plays a key role in achieving the College's strategic objectives (paragraphs 18, 42)	To review existing provision and plan & develop appropriate new HE programmes to meet the needs of employers and students	June 2011	Curriculum Departments	College HE provision re-mapped to show new progression	HE Strategy Group CMT Curriculum Committee of Governors	Curriculum map will be published in 2010/11 and show how progression routes have changed. This will reflect the college HE strategy and any related Government initiatives
● a quality management system which strikes an appropriate balance between centralised control and delegated power and responsibility, resulting in highly effective curriculum planning and delivery (paragraph 27)	Develop the Quality & Standards Intranet site	Oct 2010	Ardleigh Green Support Unit	Site operational	College Management Team (CMT)	Monthly reports to CMT will reveal usage
	Develop an HE Quality Manual	Nov 2010	Quality Manager (QM), HE Strategy & Dev Manager (HESDM) and HE Policies & Procedures Manager (HEPPM)	Documents finalised and issued to staff	HE Strategy Group	The aim is to ensure staff are fully informed. The impact of the manual will be evidenced in the operation of programmes
	Commercial software to be utilised for managing quality across the college	Mar 2011	Quality & Standards Section	System in operation	CMT	The use of software to be evaluated in June 2011 and the findings to contribute to a review

Havering College of Further and Higher Education action plan relating to the Summative review: March 2010

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
• the establishment of the new centralised mitigating circumstances procedure and the associated database, enabling students with recurring problems to be supported more effectively (paragraphs 28, 39)	Review and evaluation of the mitigating circumstances procedure for students evidencing continual medical problems	Nov 2010	Quality & Standards Section	Additional level of support identified for students with recurrent problems	HE Strategy CMT	An alternative mechanism established to support students with specific and continuing health issues
• the evident commitment of staff engaged on the delivery of higher education programmes, and the excellent rapport with the students (paragraph 37)	Enhancement of HE culture via:- HE Centre user group Course Boards of study Student forums	July 2011	HE Strategy & Dev Manager Area Heads (AHs) HE Student Support	Positive student feedback Staff commitment levels maintained & enhanced	CQSA Vice Principal (VP) Directors	Analysis of student feedback to determine the level of support provided and thus detect improvements and "distance travelled"
• the ease of access to, and approachability of, tutors and their role in providing effective support for students to assist them in acquiring the skills and knowledge necessary to demonstrate achievement of learning outcomes (paragraph 37)	Monitoring of this aspect via student focus groups, module feedback forms and discussions with students	June 2011	HE Strategy & Dev Manager Curriculum Managers (CMs)	Level of access maintained Benchmark for minimum access determined	CMT Directors Area Heads & CMs	Student feedback and perceptions to be analysed and a feasibility study undertaken to determine Thresholds

Havering College of Further and Higher Education action plan relating to the Summative review: March 2010

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
• the excellent engagement with employers, ensuring continuing relationships that safeguard, develop and enrich learning and employment opportunities for students (paragraph 41)	Indicators of success to be identified college wide	2 year cycle	HE Strategy & Dev Manager	Increased pool of employers engaged with HE programmes	CMT VP	Activities will be measured against the 5 models of employer engagement. These will be refined and developed into new versions if appropriate
	Individual HE programmes to be measured against indicators	From July 2011	HE Policies & procedures Manager	Employers undertaking repeat engagement with college	Directors Employer Engagement Committee	
	Extension of the Customer Relations Management (CRM) database	Dec 2010	Area Heads & CMs Quality Manager	Employer contacts formally recorded on a bespoke database	Employer Engagement Committee	Employer activities to be evaluated to ensure the database information is current and relevant
• the strategic commitment to staff development and scholarly activity in order to enhance the learning experience (paragraph 44).	Enhancement of the HE culture via additional activities, training events, research groups, writing groups & seminars etc	From Jan 2011	HE Strategy & Dev Manager Staff development manager AHs & CMs	Scholarly activities are linked to the curriculum and Staff feel supported to undertake these	Research Committee	Events evaluated and links between staff development and scholarly activities established

Havering College of Further and Higher Education action plan relating to the Summative review: March 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:						
• to expand the database, developed to enable external examiner and verifier activities to be monitored and action points tracked, as soon as possible to cover external examiner reports for all higher education programmes (paragraph 24)	Databases to be fully developed re:- Academic Offences Academic Appeals External Examiner Reports	Nov 2010	Quality & Standards Section	Databases operational	CMT	Databases will provide reports and updates that are historically linked, enabling data to be incorporated in college self assessment and annual monitoring reports
• to continue improving support for higher education students with learning difficulties and invisible disabilities (paragraph 43)	Appointment of Area Head for Learning Support	Sept 2010	Vice Principal Deputy Director of Employment & Skills Training		HE Strategy	The student support infrastructure will be reviewed
	Continue to develop 1-1 provision, workshops and language support	From Sept 2010	AHs & CMs	Higher Success rates for HE	SFL group and CQSA	There will be a full analysis and evaluation of the changes and this will inform future modifications
	Develop assessment staff to provide Disabled Student Allowance (DSA) testing	May 2010	Staff Development	Additional support provided to learners	CQSA	

Havering College of Further and Higher Education action plan relating to the Summative review: March 2010

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	Staff development to support learners	From Sept 2010	Staff Development	Additional support provided to learners		
● to continue implementing the actions planned to make improvements to the learning opportunities at Thames Gateway College, pending the longer term relocation of higher education engineering programmes to the College's main campus (paragraph 48)	Accommodation modifications to facilitate transfer of programmes to the college main campus at Ardleigh Green while maintaining provision to Ford Motor Company at its premises	Sept 2010	College Estates Department Director ILT AH – Higher education Head of Thames Gateway College	Programmes successfully re-located Full IT facilities available Ford provision maintained at CEME	CMT HE Strategy FMC liaison meetings	Student feedback indicates that the move to Ardleigh Green has resulted in improved access to the Learning Resource Centre and associated facilities Ford Motor Co Reports show maintained satisfaction with provision