

Integrated quality and enhancement review

Summative review

March 2009

Richmond upon Thames College

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Preface

The mission of the Quality Assurance Agency for Higher Education (QAA) is to safeguard the public interest in sound standards of higher education qualifications and to inform and encourage continual improvement in the management of the quality of higher education. As part of this mission, QAA undertakes reviews of higher education provision delivered in further education colleges. This process is known as Integrated quality and enhancement review (IQER).

Purpose of IQER

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

The IQER process

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

Developmental engagement

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

The main elements of a Developmental engagement are:

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

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

Summative review

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

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

Evidence

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

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

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

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

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

Outcomes of IQER

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

- Developmental engagement reports set out good practice and recommendations and implications for the college and its awarding bodies, but do not contain judgements. Recommendations will be at one of three levels - **essential**, **advisable** and **desirable**. To promote an open and collegial approach to Developmental engagements, the reports are not published.
- Summative review reports identify good practice and contain judgements about whether the college is discharging its responsibilities effectively against core themes one and two above. The judgements are **confidence**, **limited confidence** or **no confidence**. There is no judgement for the third core theme, instead the report will provide evaluation and a conclusion. Summative review reports are published.

Differentiated judgements can be made where a team judges a college's management of the standards and/or quality of the awards made by one awarding body to be different from those made by another.

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

Executive summary

The Summative review of Richmond upon Thames College carried out in March 2009

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/or 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 HNC Construction template which identifies this programme's use of the various elements of the Academic Infrastructure
- the involvement of students in the appointment of teachers
- the pre-entry support designed to increase the FD Early Years and FD Sport, Health and Fitness students preparedness for higher level study
- the part-time HNC Construction programme utilises the extra time available during half term weeks for conducting individual tutorials with all students
- tutors for both the FD Graphic Communications and FD Early Years keep personal tutorial records for each student which include target-setting
- the studio facilities for FdA Graphic Communications provides a good higher education environment for students on this programme.

Recommendations

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

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

- develop and implement a College strategy aimed at alleviating the student retention and/or achievement problems in HNC Construction, the combined HND Business and Finance, BA (Hons) Business Management and BA (Hons) Marketing Management programmes, FdA Business and Professional Administration, FD IT for e-Business and FD Sport, Health and Fitness.

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

- clarify the responsibilities of each of its committees involved in the management and delivery of academic standards and the quality of learning opportunities, and the reporting lines between them
- encourage the HNC Construction and HNC Mechanical Engineering programmes to increase their efforts to engage with employers as part of the College's Employer Engagement Strategy

- provide a clear description of the overall annual monitoring process as applied to the higher education provision and include it in the new Higher Education Handbook
- take steps to maximise the attendance of all staff at higher education staff development events and develop and implement a strategy to ensure that all staff teaching higher education engage with an appropriate level of scholarly activity
- consider maintaining the good practice booklet on the College's virtual learning environment alongside an associated staff discussion forum to encourage the sharing of the good practice
- ensure that all programmes have student representatives and consider providing training for this role
- include a specific higher education focus to both the observations policy and the work of the Teaching and Learning Team to help assure the quality of the higher education teaching and learning
- design a detailed admissions policy for staff involved with higher education admissions, and ensure that all admissions staff receive relevant training in its implementation
- ensure that all students have access to regular one-to-one tutorials for which records are maintained, and that the arrangements for them are explained to students both in their programme handbook and during induction
- ensure that all students receive careers and further study guidance
- liaise with its university awarding partners to confirm its responsibilities for public information, clearly communicate its quality control procedures to staff, and devise mechanisms to ensure the effectiveness of these procedures.

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 Richmond upon Thames 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, Kingston University and St Mary's University College. The review was carried out by Ms Mary Blauciak, Ms Maxina Butler-Holmes, Professor Danny Morton (reviewers) and Professor Rod Burgess (coordinator).

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

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

4 Richmond upon Thames College is a tertiary college, established in 1977, and situated in Twickenham, west London. The College has about 5,000 students aged 16-19 and 2,000 aged over 19, which include 313 HEFCE funded students, of whom 29 study part-time. The College has delivered higher education programmes for over 30 years. The College's mission is to help all of its students to achieve their full potential by providing a broad and responsive curriculum; outstanding teaching, learning and training; comprehensive systems of academic and personal support; opportunities to engage in a wide range of enrichment activities; and an institutional commitment to excellence.

5 The College's higher education provision consists of:

Higher National Certificates (HNCs) validated by Edexcel

- HNC Construction, part-time (26 students)
- HNC Mechanical Engineering, part-time (20 students)

Programmes validated by Kingston University

- Higher National Diploma (HND) Business and Finance, and first two years of BA (Hons) Business Management and BA (Hons) Marketing Management, full-time (combined, 106 students)

- Foundation Degree (FdA) in Business and Professional Administration, full-time (31 students)
- Foundation Degree (FD) IT for e-Business, full-time (37 students)
- Foundation Degree (FdA) Graphic Communications, full-time (40 students)
- Foundation Degree (FdA) Early Years, full-time (30 students)

Programmes validated by St Mary's University College

- Foundation Degree (FD) Sport, Health and Fitness, full-time (50 students).

Partnership agreements with the awarding bodies

6 The Kingston University programmes are covered by an institutional agreement between the College and the University, a financial schedule, an administrative schedule and a memorandum of cooperation for each programme. The administrative schedule outlines what information the College will provide to students which includes general information about itself; a student handbook for their programme, in liaison with the relevant faculty at the University; health and safety requirements; information on facilities available; codes of conduct and rules for the use of the College's facilities and the student discipline and complaints procedures of the College. The College is also responsible for verifying student numbers and informing the relevant faculty of any changes to the students' status. There is also an agreed marketing strategy. For individual programmes, the College is responsible for the administration of the programme; delivery of the programme; academic leadership and administration of examinations held at the College. College staff are members of programme boards of study and assessment boards. College staff are consulted about the development and validation of programmes and nominated College staff are part of the programme team. Staffing is agreed annually between the University and the College.

7 There is a memorandum of agreement between St Mary's University College and the College for the FD Sport, Health and Fitness programme. Programme content, delivery and assessment are a joint responsibility. The College is responsible for the administration of the programme and the facilities and materials needed to deliver it.

8 For Edexcel programmes, the College is responsible for the delivery and assessment, and students' achievement of the standards of the programmes against stated outcomes and assessment criteria. The programmes are subject to moderation by Edexcel external examiners.

Recent developments in higher education at the College

9 A higher education resources centre was established in September 2005 using HEFCE capital money allocated by Kingston University. In 2007, capital money was used to refurbish the lecture theatre, to improve classrooms and ensure that the information technology facilities are adequate and appropriate.

10 Early in 2007, the College reorganised its senior management team with the appointment of two vice principals and reorganised the academic structure from five faculties into 10 schools of study. In addition to the creation of the heads of schools of study, a dedicated Adult and Higher Education Manager role was created, reporting to the Vice Principal for Curriculum and Quality, to coordinate the development and to assure the

quality of the higher education provision. A new Principal has recently been appointed and took up post on 2 January 2009.

Students' contribution to the review, including the written submission

11 Students from the higher education provision at the College were invited to present a submission to the team. Their written submission consisted of a summary of responses to a recent student questionnaire for which the questions had been designed by staff. The team also heard student views during the visit in scheduled meetings with them.

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?

12 For the two university awarding bodies, the oversight and maintenance of the academic standards of each programme rests with the respective awarding body and is subject to their academic regulations. The programmes are also subject to their quality assurance procedures which include the validation, review, annual monitoring, internal verification, assessment board and external examining processes. For each programme, a university-based board of study or programme board has been established which includes representation from the College and other further education providers of the programme. There is a course/programme director appointed with the responsibility for managing each programme together with a module leader for each module. These posts are normally held by members of staff from the respective university. The development of the curriculum for each programme is the responsibility of the respective board of study or programme board. The responsibility for the setting and marking of summative assessments varies between awarding bodies and programmes within the same awarding body. This ranges from College staff setting and marking all assessments, through to College staff marking students' assessed work and only being able to comment on the draft examination papers and/or in-course assessed assignments prepared by the module leaders. College representatives attend university assessment boards. The team concludes that there is sufficient clarity in the College's responsibilities for managing and delivering academic standards. However, greater consistency of practice between programmes in the setting and marking of summative assessments would enhance this clarity.

13 The oversight and maintenance of the academic standards of each of the Edexcel HNC programmes rests with Edexcel and are subject to Edexcel's academic regulations. For each programme, the College has the responsibility for selecting the specialist units from a range provided by Edexcel, organising the programme delivery structure, specifying the programme's intended learning outcomes and producing a programme specification. The College is responsible for the setting, marking and internal verification of all assessments. All assessment is subject to moderation by Edexcel appointed external examiners. The College is responsible for operating examination boards and an annual monitoring process.

14 The overall College executive responsibility for managing and delivering higher education standards is delegated by the Principal to the Vice Principal for Curriculum and Quality. The operational responsibility lies with the head of each school of study which delivers higher education programmes. The heads report to the Vice Principal. Currently higher education programmes are provided in six of the 10 schools. The day-to-day management of each programme is the responsibility of a course coordinator who reports through a programme manager to the head of the respective school. A programme manager is responsible for a group of further education and/or higher education programmes in related subjects. Although the team considers this to be an effective management structure, they were initially confused by the different titles given to the course coordinator and programme manager roles in the documentation provided. The team encourages the College to take early action to standardise the terminology used in its documentation.

15 The Adult and Higher Education Manager has a key cross-College role in providing a coordinated approach to the development of the higher education provision in the College. However, this individual does not have a direct involvement in the management and delivery of academic standards. The Adult and Higher Education Manager reports directly to the Vice Principal for Curriculum and Quality. More recently, this Manager has led the development of a higher education strategy and coordinated the College's engagement with the IQER process, in particular coordinating the College's response to the Developmental engagement action plan. This role has clearly contributed to the development of a greater higher education focus in the College. This is evident, for example, through the establishment of a programme of higher education staff development, the introduction of a mechanism for the sharing of good practice and in the production of a new higher education handbook. The team confirms that the introduction of the new handbook should enable a more coherent dissemination of higher education practice within the College and promote greater consistency of standards and quality.

16 The team was provided with an organisational chart describing the College's committee structure. During a discussion with staff the team was unable to obtain a totally clear picture of which committees discussed academic standards. Scrutiny of the terms of reference and recent minutes of the various committees identified in the organisational chart show that at programme level course team meetings and, in the case of the Edexcel programmes, examination boards are involved with discussing academic standards at an operational level. Also, at school meetings staff engage with academic standards, particularly during annual monitoring. However, the role of the other higher-level committees in academic standards was unclear. The team noted that the draft version of the College's new higher education handbook refers to the academic board advising the Principal on academic standards. Also, the same handbook refers to the cross-college higher education review board reviewing the standards of the higher education programmes, but the terms of reference for this board make no mention of this responsibility. The team is concerned that there is duplication and repetition, and that there is a case for some streamlining in the committee structure. It would be desirable for the College to clarify the responsibilities of each of its various committees in the management and delivery of academic standards, and the reporting lines between them.

What account is taken of the Academic Infrastructure?

17 The Developmental engagement team recommended that an understanding of the Academic Infrastructure be promoted through staff development. As a consequence, the College has produced a plan for providing staff development which has included a number of recent sessions covering an introduction to the Academic Infrastructure, recent changes to FHEQ and the *Code of practice*. Staff demonstrated a general awareness of the Academic Infrastructure but limited understanding of its practical application to the support and achievement of academic standards.

18 The College has designed a template to enable each programme to identify its use of the various elements of the Academic Infrastructure. A completed template has been produced by the HNC Construction programme team, although the *Code of practice, Section 8: Career education, information and guidance* is only partially addressed. Staff reported that other programmes are in the process of producing them. The team regards the HNC Construction template as an example of good practice for dissemination across all programmes. The team would encourage all programmes to engage with this process, and use the templates to review regularly the contribution of the use of the Academic Infrastructure to the assurance of standards and quality.

19 The College has written programme specifications for the Edexcel HNC programmes. The Developmental engagement team recommended that the programme intended learning outcomes for these should be re-specified in a clearer and more concise way, and this has been done. Staff involved with the programmes of the two university awarding bodies showed limited knowledge of how they might use the programme specifications to provide information for students, for example in producing programme entries in the College prospectus.

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?

20 The Summative review self-evaluation states that the selection of the specialist units for the HNs is done in consultation with employers and professional bodies. The HNC Construction programme is accredited by the Chartered Institute of Building. Staff from the HNC Construction programme reported that they try to get feedback from employers using a questionnaire, but find the employers unresponsive. It is desirable that staff from the two programmes increase their engagement with employers as part of the College's Employer Engagement Strategy.

21 The College has clear policies on assessment and internal verification which apply to the Edexcel HNC programmes. The most recent external examiner reports for the two HNC programmes indicate that the internal verification of assignment briefs and grading of students' work is effective. The Developmental engagement identified good practice in the contextualisation of grading criteria practice in HNC Construction. As a consequence, the Development engagement action plan indicates that the course coordinator for HNC Construction completed staff development on contextualisation for HNC Engineering colleagues in July 2008. Each programme holds an examination board in June or July to ratify the assessment decisions. Both external examiners report that the minutes of these examination boards indicate that the meetings had been conducted in an appropriate manner and are fit for purpose. The Edexcel Quality Nominee for the College is responsible for ensuring that the HNC programme teams respond to issues raised by the external examiners.

22 The Developmental engagement team identified a number of potential improvements to assessment related to making the links between assessment tasks, module learning outcomes and assessment criteria more explicit for students on both assignment briefs and in the written feedback. The Developmental engagement action plan refers to discussions having taken place with Kingston University about its implementation. The Developmental engagement also identified some good practice in assessment relating to the quality of feedback and in work-based learning assignments and projects. As reported in paragraph 27 below, the College is in the process of producing a good practice booklet which will include the examples of good practice identified during the Developmental engagement.

23 The self-evaluation acknowledges that student retention and achievement needs to be improved for some programmes. Programmes that have recently experienced student retention problems include HNC Construction and FD Sport, Health and Fitness. Programmes that have recently experienced student achievement problems include the combined HND Business and Finance, BA (Hons) Business Management and BA (Hons) Marketing Management programmes, FdA Business and Professional Administration, and FD IT for e-Business. The need to improve retention and achievement rates is recognised in both the College's 2008-09 Quality Improvement Plan and 2008-11 Strategic Plan. Staff were aware of the problems being experienced in some programmes although no reference was made to an overall College strategy aimed at alleviating these problems. The team advises that such a strategy be developed and implemented.

24 The only higher education programmes that use the College's own annual self-assessment process, including the College's self-assessment template, are the Edexcel programmes. The other programmes are required to undertake annual monitoring based upon their respective university awarding body's process. The College's schools are expected to use the annual programme monitoring documents for these programmes in the self-assessment process. The team concludes that the College's self-assessment process provides an effective process of annual programme monitoring.

25 The Kingston University annual programme monitoring process initially involves the production of module review and development plans which are coordinated by the respective module leaders. These then feed into a programme monitoring meeting of the respective board of study from which a programme monitoring report is produced by the Course Director. College staff contribute to module reviews and are represented at the programme monitoring boards of study meetings. For the programme awarded by St Mary's University College an annual monitoring report is produced by the Programme Director with contributions from College staff. It is desirable that a clear description of the overall annual monitoring process as applied to the higher education provision, including the role of the higher education review board (see paragraph 16), should be included in the new higher education handbook for the benefit of staff, particularly new staff.

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

26 During the Developmental engagement the College acknowledged there was a lack of focus on higher education issues in College staff development sessions, although staff did have the opportunity to attend staff development events organised by the university awarding bodies. As a consequence, the College agreed that the higher education review board would in future take additional responsibility for identifying topics for staff development sessions. Staff training records show that most full-time staff have attended these events, although the attendance of part-time staff is less good. Staff have commented

favourably on the value of these sessions to further their understanding of academic standards and in encouraging discourse with peers in other disciplines. It is desirable that the College takes steps to increase the attendance of staff at these events, including part-time staff.

27 During the Developmental engagement the College acknowledged there was limited sharing of good practice across the higher education programmes. As a consequence the College agreed that the higher education review board would in future take additional responsibility for identifying and sharing good practice. The Developmental engagement action plan refers to the proposed production of a good practice booklet. This would initially include examples of good practice covering topics such as assessment criteria, work-based learning assignments and written feedback to students. The team considers this to be a positive development and considers that it is desirable for the booklet to be maintained on the College's virtual learning environment alongside an associated staff discussion forum to encourage the sharing of the good practice.

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

Core theme 2: Quality of learning opportunities

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

28 The College has total responsibility for managing the quality of learning of opportunities for the Edexcel programmes. For the other programmes, the College has responsibility for the operational management of the delivery of the programmes including the provision of teaching and learning, student support and learning resources. The university awarding bodies monitor the delivery of each programme through their boards of study or programme boards and also, in the case of Kingston University, through their staff student consultative committees. The university awarding bodies are responsible for the annual monitoring of their programmes which includes the quality of learning opportunities.

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

29 The processes for the annual monitoring of programmes, described in paragraphs 24 and 25, include an evaluation of both the quality of learning opportunities as well as academic standards. Students contribute to the annual monitoring process through end-of-module and unit questionnaires. Evidence of the outcomes of the analysis of student responses to these questionnaires were seen in module/unit evaluations and programme annual monitoring reports.

30 The College has a policy that addresses student involvement and which articulates a range of mechanisms to gather student views. A key element of this policy is that each programme will have elected student representatives for each teaching group who will meet with the course coordinator, usually once per term, to present the views of their teaching group. For each of the Kingston University programmes, except FdA Early Years, this element of the policy has been implemented through a College-organised Staff Student

Consultative Committee. For the St Mary's University College programme there is student representation on the programme board. For the Edexcel programmes the self-evaluation states that they do not have student representatives who meet regularly with the course coordinator. Minutes of recent Staff Student Consultative Committee meetings for the Kingston University programmes suggest that meetings are held three times per year but that for some programmes the whole student teaching group is being invited to attend these meetings, rather than the elected student representatives only.

31 The team met about 20 higher education students from across the range of programmes. This group of students included one student representative. Most of the students were unaware of their representatives or felt they did not exist. Part-time students expressed practical difficulties in attending meetings and full-time students felt that their workloads prevented an appetite for becoming a student representative. The team noted that the minutes of a recent higher education review board meeting reported that planned training of student representatives had not yet taken place. It is desirable that the College ensures that all programmes have active elected student representatives who meet regularly with their respective course coordinator, and consider providing training for this role, perhaps involving the Kingston University's Student's Union.

What account is taken of the Academic Infrastructure?

32 Paragraph 18 describes and evaluates how the College has designed a template to enable each programme to identify its usage of the various elements of the Academic Infrastructure.

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

33 There is a clear process for assuring the quality of teaching and learning which received a good report at the last inspection by Ofsted in 2007. The appointments process for teaching staff involves the use of student panels and simulated teaching. Staff reported that students were either part of a student interview panel and/or that applicants would be required to deliver a lesson to a student group. The team identified the involvement of students in the appointment of teachers as a good practice mechanism for enhancing the quality of teaching and learning.

34 The College has a lesson observations policy which involves the annual observation and grading of lessons for all full and part-time teachers. These observations are carried out by managers. The self-evaluation acknowledges that, because each teacher selects the class to be observed, higher education teaching is not systematically covered. There are examples of peer review of higher education teaching being used but this process does not currently take place systematically across the College. The module/unit questionnaires completed by students include questions about the quality of teaching and learning. An analysis of the student responses feed into module/unit evaluations as part of the annual monitoring process. Students reported that one of the best features of their experience is the quality of teaching they receive. It is desirable that the observations policy should include a specific higher education focus to help assure the quality of the higher education teaching and learning.

35 The College has a dedicated Teaching and Learning Team (TLT) that is charged with developing good teaching and learning strategies. A member of this team, an advocate, is attached to each school to support specific prioritised areas for development. However, higher education teaching and learning is not considered systematically by this team. It is

desirable that the work of the TLT should include a specific higher education focus to help assure the quality of the higher education teaching and learning.

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

36 The College has an admissions policy which is written for the benefit of prospective students rather than specifically for staff involved with the admissions process. However, it was unclear to the team how students would know of its existence because there is no reference to it in either the prospectus or the College website. Admissions to the Edexcel and Kingston University programmes are handled by the College's higher education office administrative staff working in consultation with the relevant course coordinators. St Mary's University College staff handle admissions to its programme. The self-evaluation identifies a number of improvements that need to be made to the admissions process. These include pre-entry guidance for the business programmes and the use of the assessment of prior learning procedures for giving credit. Some, but not all, staff reported that they had received training in their roles as admissions tutors. The team noted as good practice the pre-entry support designed to increase the preparedness for higher level study for the FD Early Years and FD Sport, Health and Fitness programmes. It is desirable that the College devises a detailed policy aimed at all staff involved with higher education admissions, and ensure that these staff receive related training on its implementation. In devising the policy the College is encouraged to consult the *Code of practice, Section 10: Admissions to higher education*.

37 The induction of students takes place at programme level, with the programme handbook providing the focus. Students met by the team expressed positive views on the information provided to them and 87 per cent of the students who had participated in the student survey agreed with this view. There is no overall higher education induction programme and the College might consider such an event as another step towards a greater higher education focus.

38 It is the College's policy that all students will be provided with personal tutorial support. During the meetings with students there was some confusion and variation in their understanding of the term 'tutorials' and how they operated within their programmes. In part this may be due to the variation in practice across programmes referred to in the self-evaluation. The team also noted that programme handbooks do not address the provision of tutorials. Arising from the discussion with students, the team was unconvinced that all students benefit from regular one-to-one tutorial meetings during which their progress is reviewed. The HNC Construction programme utilises the extra time available during half-term weeks for conducting individual tutorials with all students. The team thinks this is a good practice model for part-time programmes where finding the time for tutorials in the normal weekly timetable is more difficult. Both the FD Graphic Communications and FD Early Years keep personal tutorial records which include target setting. The team considers this to be good practice that will contribute positively to student retention and achievement. It is desirable that the College ensures that all students have access to regular one-to-one tutorials for which records are maintained, and that the arrangements for them are explained to students both in their programme handbook and during induction.

39 A number of the students met by the team reported that they received no advice on careers or further study opportunities. Staff reported that Foundation Degree students are given guidance by Kingston University on progression to the University's top-up degrees. Evidence was provided of some careers advice being given to students on the business programmes. In paragraph 18, it is reported that the HNC Construction template only partially addressed the *Code of practice, Section 8: Career education, information and*

guidance. The team concluded that there was not a systematic approach being taken to the provision of advice on careers and further study opportunities across all of the higher education provision. It is desirable that the College ensures that all students receive careers and further study guidance. In devising a response to this recommendation the College is encouraged to consult the *Code of practice, Section 8*.

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

40 Paragraphs 26 and 27 report on the initiatives taken by the College to establish both a programme of higher education staff development and a Higher Education Good Practice booklet. A recent staff development session held was entitled 'Teaching HE in FE' facilitated by a renowned external expert on this topic. Other examples of good practice included in the booklet cover such topics as the use of live projects involving employers and linking teaching schemes of work to module learning outcomes.

41 There is a well-structured system of induction and support for staff new to the College or undertaking a new role. This includes a mentoring policy through which staff are linked during their first term with a mentor in order to aid integration, assist communication and provide guidance on good practice.

42 Individual personal development plans for staff are agreed with line managers during annual staff review. The self-evaluation acknowledges that staff reviews do not have a specific higher education focus and the team confirmed this from the documentation associated with staff reviews.

43 The self-evaluation also acknowledges that the scholarly activity of higher education teachers needs to be developed further. Submissions from some of the programmes about scholarly activities of staff suggest that at least some staff are engaging with relevant scholarly activities such as undertaking master's and doctorates, applied research, consultancy and external conference attendance. Following a discussion with staff the team concluded that there was no systematic approach to scholarly activity for staff teaching higher education. It appeared to be left to individual initiative whether or not they engaged with scholarly activity. Also, time for scholarly activity is only recognised in the workload of staff as part of the standard 30 hours for continuing professional development that all College staff receive. It is desirable that the College develops and implements a strategy to ensure that all staff teaching higher education engage with an appropriate level of scholarly activity and that scholarly activities should be monitored and planned during the staff reviews process.

44 The self-evaluation acknowledges that some staff, particularly in Engineering, would benefit from industrial updating. The team noted that the College has recognised this need in its 2008-09 staff development plan and aims to seek out opportunities for secondments and work shadowing in order for staff to maintain currency.

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

45 The self-evaluation outlines the College's commitment to ensuring that all teaching staff are teacher trained and well qualified in their subject. Currently 81 per cent of all full-time staff at the College hold a teaching qualification and 93 per cent hold a second degree. Kingston University offer their postgraduate teaching programme to staff at the College and at least two of the higher education teachers have availed themselves of this

opportunity with the support of the College. The schools of study are responsible for allocating teaching staff to the programmes. The staffing of Kingston University programmes is agreed annually between the University and the College.

46 The College provides specialist facilities and teaching rooms specifically for the delivery of the higher education programmes. The specialist facilities include a separate higher education resource room. This room is a combination of both a private study work room, with personal computers and tables, and a social area, with easy chairs. More programme specific facilities include a gym fitness suite for the FD Sport, Health and Fitness, and studio facilities for FdA Graphic Communications. The latter provides students with facilities that mirror state-of-the-art industrial standards and is organised to promote independent learning. The team believes it represents good practice in providing a higher education learning environment for students on this programme.

47 In the student survey 88 per cent of the respondents agreed that the facilities provided are of a good standard. Students met by the team were complimentary about the physical resources, other than the wireless access provision which was limited because of the problems of providing access to all students in a primarily further education environment. The College is currently reviewing changes to the information and communications technology support and this includes wireless access provision for higher education students.

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?

48 The College has produced a comprehensive list of public documents that it is responsible for publishing to students and other external stakeholders. This includes publicity material, such as the prospectus and website; on-course documents given to students, such as programme and module handbooks; and materials published on the College's virtual learning environment. The list also identifies, for each item of information, the author and who will be involved in checking and moderating its accuracy and completeness.

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?

49 The College's marketing department has a newly documented quality assurance procedure for managing the publication of the prospectus, leaflets and website materials. The process includes timelines and a final sign-off by the College's Marketing Manager and relevant academic managers. The team concludes that the College is making good progress with formalising the procedures for ensuring the accuracy and completeness of the public information that it thinks it is responsible for publishing. It is desirable that the College liaises with its university awarding partners to confirm its responsibilities for public information and clearly communicates its procedures to staff.

50 In the student survey 91 per cent of the respondents agreed that their programme handbook and module/unit guides provide information which is accurate and complete. Also, the students met by the team confirmed that the experience of their programmes was consistent with what had been presented to them in both publicity materials and in-course documents. Module questionnaires do not ask students about the accuracy and completeness of the information provided to them. It is desirable that the College devises mechanisms to ensure the effectiveness of its arrangements to assure the quality of its public information.

The team considers that reliance can be placed on the accuracy and/or 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

51 The Developmental engagement visit took place on 7 and 8 May 2008. The lines of enquiry for the Developmental engagement agreed with the College in advance of the team's visit are set out below.

Line of enquiry 1: the contextualisation of Higher National grade assessment criteria for Edexcel programmes

Line of enquiry 2: the effectiveness of the assessment of work-based learning

Line of enquiry 3: the quality and timeliness of feedback to students on coursework

52 The good practice reported included: the contextualisation of Edexcel Merit and Distinction descriptors; in some programmes, the communication of module/unit learning outcomes to students throughout the delivery of their programmes; the quality of the written feedback given to students in some programmes; the provision of illustrative assignments and associated assessment criteria in one module; assignments which draw on work-based learning experience, the policies and current practice in the workplace, and encourage reflective practice in one programme; the use of live projects with employer involvement in one programme; module guides in one programme which include a scheme of work which explicitly links teaching sessions to module learning outcomes; and the collaborative arrangements between the College and Kingston University for ensuring the accuracy of public information.

53 Recommendations reported covered encouraging teaching staff to engage more with the Academic Infrastructure; ensuring programme learning outcomes are communicated to all students; the quality and timeliness of written feedback to students on their coursework; improving the use of the virtual learning environment by teaching staff to communicate assessment information to students; enhancing the provision of College higher education staff development activities; introducing mechanisms to identify and share good practice across the higher education provision; enhancing the clarity of the programme learning outcomes on some programmes; and making the links between module learning outcomes, teaching and learning, assessment tasks and assessment criteria more explicit for students in module guides, on assignment briefs and in feedback to students.

D Foundation Degrees

54 The College currently offers the following Foundation Degrees:

Validated by Kingston University

- FD Business and Professional Administration
- FD IT for e-Business
- FdA Graphic Communications
- FdA Early Years

Validated by St Mary's University College

- FD Sport, Health and Fitness.

55 The College's aim is to extend its range of provision of FDs especially where they build on existing strengths and provide clear progression routes from level 3, apprenticeships or National Vocational Qualifications. The College's draft higher education strategy identifies that an FD in Engineering is in development and discussions are taking place over FDs in Finance, Photography and Counselling.

56 In the course of this Summative review, the team has identified the following areas of good practice in the College's Foundation Degrees: the pre-entry support designed to increase the preparedness for higher level study for the FD Early Years and FD Sport, Health and Fitness programmes; both the FD Graphic Communications and FD Early Years keep personal tutorial records which include target-setting; the studio facilities for FdA Graphic Communications provides a good HE ethos for students on this programme.

57 The team also recommends that it would be advisable for the College to develop and implement a College strategy aimed at alleviating the student retention and/or achievement problems in a number of programmes including FdA Business and Professional Administration, FD IT for e-Business and FD Sport, Health and Fitness. None of the desirable recommendations relates specifically to Foundation Degrees.

E Conclusions and summary of judgements

58 The Summative review team has identified a number of features of good practice in Richmond upon Thames College 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 Edexcel, Kingston University and St Mary's University College.

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

- the HNC Construction template which identifies this programme's use of the various elements of the Academic Infrastructure (paragraph 18)
- the involvement of students in the appointment of teachers (paragraph 33)
- the pre-entry support designed to increase the FD Early Years and FD Sport, Health and Fitness students' preparedness for higher level study (paragraph 36)

- the part-time HNC Construction programme utilises the extra time available during half-term weeks for conducting individual tutorials with all students (paragraph 38)
- tutors for both the FD Graphic Communications and FD Early Years keep personal tutorial records for each student which include target setting (paragraph 38)
- the studio facilities for FdA Graphic Communications provides a good higher education environment for students on this programme (paragraph 46).

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

The team agreed an area where the College is **advised** to take action:

- develop and implement a College strategy aimed at alleviating the student retention and/or achievement problems in HNC Construction, the combined HND Business and Finance, BA (Hons) Business Management and BA (Hons) Marketing Management programmes, FdA Business and Professional Administration, FD IT for e-Business and FD Sport, Health and Fitness (paragraph 23).

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

- clarify the responsibilities of each of its committees involved in the management and delivery of academic standards and the quality of learning opportunities, and the reporting lines between them (paragraph 16)
- encourage the HNC Construction and HNC Mechanical Engineering programmes to increase their efforts to engage with employers as part of the College's Employer Engagement Strategy (paragraph 20)
- provide a clear description of the overall annual monitoring process as applied to the higher education provision and include it in the new Higher Education Handbook (paragraph 25)
- take steps to maximise the attendance of all staff at higher education staff development events and develop and implement a strategy to ensure that all staff teaching higher education engage with an appropriate level of scholarly activity (paragraphs 26, 42 and 43)
- consider maintaining the good practice booklet on the College's virtual learning environment alongside an associated staff discussion forum to encourage the sharing of the good practice (paragraph 27)
- ensure that all programmes have student representatives and consider providing training for this role (paragraphs 30 and 31).
- include a specific higher education focus to both the observations policy and the work of the Teaching and Learning Team to help assure the quality of the higher education teaching and learning (paragraphs 34 and 35)
- design a detailed admissions policy for staff involved with higher education admissions, and ensure that all admissions staff receive relevant training in its implementation (paragraph 36)

- ensure that all students have access to regular one-to-one tutorials for which records are maintained, and that the arrangements for them are explained to students both in their programme handbook and during induction (paragraph 38)
- ensure that all students receive careers and further study guidance (paragraph 39)
- liaise with its university awarding partners to confirm its responsibilities for public information, clearly communicate its quality control procedures to staff, and devise mechanisms to ensure the effectiveness of these procedures (paragraphs 49 and 50).

61 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.

62 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.

63 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/or completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

Richmond upon Thames College action plan relating to the Summative review: March 2009							
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation	
In the course of the Summative review the team identified the following areas of good practice that are worthy of wider dissemination within the College:							
<ul style="list-style-type: none"> the HNC Construction template which identifies the programme's use of the various elements of the Academic Infrastructure (paragraph 18) 	<p>All programmes to complete template preferably using planning & development weeks</p> <p>Set up workshop to follow up on issues</p>	Sept 09	<p>All Programme Leaders</p> <p>Adult & HE Manager</p>	<p>Copy sent to Administrator</p> <p>Issues identified & plans drawn up</p>	Adult & HE Manager	AI has been reviewed and plans developed to address areas of development	
<ul style="list-style-type: none"> the involvement of students in the appointment of teachers (paragraph 33) 	Continue good practice	Ongoing	VP Student & Staff Services	Feedback from Staff & Students	Principal	Feedback from Staff & Students	

Richmond upon Thames College action plan relating to the Summative review: March 2009						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> the pre-entry support designed to increase the FD Early Years and FD Sport, Health and Fitness students' preparedness for higher level study (paragraph 36) 	<p>Evaluate pre-entry support on both programmes</p> <p>Identify possible use in other programmes</p>	<p>Evaluation end of June 09</p> <p>Sept 09</p>	<p>Programme Leaders Early Years & Sport</p> <p>Other Programme Leaders</p>	<p>Improvement in retention and achievement</p>	<p>Adult & HE Manager & Heads of School</p>	<p>Review of data</p> <p>Student feedback</p>
<ul style="list-style-type: none"> the part-time HNC Construction programme utilises the extra time available during half-term weeks for conducting individual tutorials with all students (paragraph 38) 	<p>Review tutorial arrangements</p> <p>Develop a framework for HE tutorials</p>	<p>July 09</p>	<p>All Programme Leaders & Heads of School</p> <p>Adult & HE Manager</p>	<p>All students have programmed tutorials</p>	<p>Adult & HE Manager</p>	<p>Review impact on retention & achievement & student feedback</p>
<ul style="list-style-type: none"> tutors for both the FD Graphic Communications and FD Early Years keep personal tutorial records for each student which include target setting (paragraph 38) 	<p>Review records kept by all programmes</p> <p>Agree the paperwork required for recording of HE tutorials as part of framework</p>	<p>July 09</p>	<p>All Programme Leaders</p> <p>Adult & HE Manager</p>	<p>All students have personal tutorial records</p>	<p>Adult & HE Manager & Heads of School</p>	<p>Student feedback</p>

Richmond upon Thames College action plan relating to the Summative review: March 2009						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> the studio facilities for FdA Graphic Communications provides a good higher education environment for students on this programme (paragraph 46). 	Review educational environment for all HE students and develop action plan	Dec 09	Programme Leaders & Adult & HE Manager	Staff & student feedback Plans drawn up	VP Finances & Resources & VP Curriculum & Quality	Staff & student feedback

Richmond upon Thames College action plan relating to the Summative review: March 2009						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<p>The team agreed an area where the College should be advised to take action:</p> <ul style="list-style-type: none"> ● develop and implement a College strategy aimed at alleviating the student retention and/or achievement problems in HNC Construction, the combined HND Business and Finance, BA (Hons) Business Management and BA (Hons) Marketing Management programmes, FdA Business and Professional Administration, FD IT for e-Business and FD Sport, Health and Fitness (paragraph 23). 	<p>Programme Leaders to review retention & achievement data for 08/09 & compare with previous years</p> <p>At HE Review Board develop strategy</p>	<p>Dec 09</p>	<p>Programme Leaders, Adult & HE Manager, Quality Improvement Manager & VP Curriculum & Quality</p>	<p>Improvements in completion, retention & achievement</p>	<p>VP Curriculum & Quality</p>	<p>Review of data as part of SAR</p>

Richmond upon Thames College action plan relating to the Summative review: March 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team agreed the following areas where it would be desired to take action:						
<ul style="list-style-type: none"> clarify the responsibilities of each of its committees involved in the management and delivery of academic standards and the quality of learning opportunities, and the reporting lines between them (paragraph 16) 	Review terms of reference & reporting structure	March 10	Adult & HE Manager & VP Curriculum & Quality	Clear identification of responsibilities	Principal	Review of terms of reference Staff feedback
<ul style="list-style-type: none"> encourage the HNC Construction and HNC Mechanical Engineering programmes to increase their efforts to engage with employers as part of the College's Employer Engagement Strategy (paragraph 20) 	Review EE strategy with Enterprise & Skills Manager & Manager of Work related Learning to identify opportunities	Dec 09	Programme Leaders, Head of School, Enterprise & Skills Manager & Manager of Work related Learning	Increased engagement with employers	VP Curriculum & Quality	Student, staff & employer feedback about enhancement to learning

Richmond upon Thames College action plan relating to the Summative review: March 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> provide a clear description of the overall annual monitoring process as applied to the higher education provision and include it in the new Higher Education Handbook (paragraph 25) 	<p>Review annual monitoring process to ensure clarity and revise handbook</p>	Sept 09	Adult & HE Manager & Quality Improvement Manager	Clear description	VP Curriculum & Quality	Staff evaluation of handbook
<ul style="list-style-type: none"> take steps to maximise the attendance of all staff at higher education staff development events and develop and implement a strategy to ensure that all staff teaching higher education engage with an appropriate level of scholarly activity (paragraphs 26, 42 and 43) 	<p>Review 08/09 staff development plan and identify HE staff development plan for 09/10 Clarify scholarly activity and identify appropriate levels of scholarly activity</p>	Sept 09	Programme Leaders, Adult & HE Manager & Staff Development Manager All staff delivering HE	Good attendance at staff development activities Staff PDPs record and evaluate scholarly activity	VP Curriculum & Quality	Staff PDP records

Richmond upon Thames College action plan relating to the Summative review: March 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> consider maintaining the good practice booklet on the College's virtual learning environment alongside an associated staff discussion forum to encourage the sharing of the good practice (paragraph 27) 	Continue agreed good practice	Ongoing	Adult & HE Manager	HE Review Board agendas & minutes identify discussions and outcomes	VP Curriculum & Quality	Evaluation at HE Review Board - minutes
<ul style="list-style-type: none"> ensure that all programmes have student representatives and consider providing training for this role (paragraphs 30 and 31) 	Identify student reps at all levels Programme leaders to discuss the role & its importance with students Discuss with HE partners & provide training	Dec 09	Programme Leaders Adult & HE Manager	All programmes & HE Review Board have student Reps Training takes place	VP Student & Staff Services	Minutes of meetings & student feedback

Richmond upon Thames College action plan relating to the Summative review: March 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> include a specific higher education focus to both the observations policy and the work of the Teaching and Learning Team to help assure the quality of the higher education teaching and learning (paragraphs 34 and 35) 	<p>Adult & HE Quality Improvement Manager to discuss policy and its implementation and bring to the HE Review Board</p> <p>Consider the role of teacher training and management training</p>	Oct 09	Adult & HE Quality Improvement Manager	<p>Observations policy amended</p> <p>Observations of HE Teaching take place</p> <p>T&L team identify the support they can give</p>	VP Curriculum & Quality	<p>Student feedback</p> <p>SARS</p>
<ul style="list-style-type: none"> design a detailed admissions policy for staff involved with higher education admissions, and ensure that all admissions staff receive relevant training in its implementation (paragraph 36) 	<p>Review existing policy & amend where necessary</p> <p>Discuss training with University Partners</p> <p>Train staff in direct provision</p>	June 10	Programme Leaders & Adult & HE Manager	<p>Revised admissions policy</p> <p>Training takes place</p>	VP Student & Staff Services	<p>Staff feedback & improvement in retention</p>

Richmond upon Thames College action plan relating to the Summative review: March 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> ensure that all students have access to regular one-to-one tutorials for which records are maintained, and that the arrangements for them are explained to students both in their programme handbook and during induction (paragraph 38) 	<p>Review tutorial arrangements & record keeping as part of the HE tutorial framework and ensure it addresses both progress monitoring & PDPs</p> <p>Programme Leaders to review handbook and induction programme to ensure that tutorial arrangements are explained</p>	July 09	Adult & HE Manager	All students have programmed tutorials	VP Student & Staff Services	Review impact & achievement on retention & student feedback
			All Programme Leaders & Heads of School	Records are kept		

Richmond upon Thames College action plan relating to the Summative review: March 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> ensure that all students receive careers and further study guidance (paragraph 39) 	<p>Appoint Adults Careers Advisor</p> <p>Use AI template to identify areas for improvement</p> <p>Discuss arrangements with University Partners</p>	<p>June 09</p> <p>June 10</p>	<p>VP Student & Staff Services & Progression Manager</p> <p>Programme Leaders - Template</p> <p>Adult & HE Manager</p>	<p>Use made of services</p> <p>Careers & further study guidance clearly identified</p> <p>Opportunities identified for students</p>	<p>VP Student & Staff Services</p>	<p>Use made of services</p> <p>Student feedback</p>
<ul style="list-style-type: none"> liaise with its university awarding partners to confirm its responsibilities for public information, clearly communicate its quality control procedures to staff, and devise mechanisms to ensure the effectiveness of these procedures (paragraphs 49 and 50) 	<p>Discuss with University partners</p>	<p>Feb 10</p>	<p>Adult & HE Manager & Marketing Manager</p>	<p>Documents which clearly identify responsibilities, quality control procedures and mechanisms to ensure effectiveness</p>	<p>VP Student & Staff Services</p>	<p>Document & mechanisms</p>

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