



# **Integrated quality and enhancement review**

**Summative review**

**Waltham Forest College**

**May 2012**

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

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

## Outcomes of IQER

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

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

management of the standards and/or quality of the awards made by one awarding body to be different from those made by another.

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

## Executive summary

### The Summative review of Waltham Forest College carried out in May 2012

As a result of its investigations, the Summative review team (the team) considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership 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 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 commendable quality and depth of analysis in the termly performance review reports informs the management and enhancement of academic standards
- the College's commitment to working closely with external agencies and external examiners is a significant strength of the provision
- student representatives are included in the termly performance reviews, which promotes sharing of information on matters affecting the student 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 **advisable** for the College to:

- operate the Higher Education Forum in accordance with its terms of reference
- continue to develop its staff development programme for staff delivering higher education to make it more specific to teaching at that level, including training on the Academic Infrastructure and the *Code of practice*
- devise a Higher Education Teaching and Learning Strategy, or to adapt the current general strategy, to give appropriate consideration to the requirements of teaching and learning at higher education level
- revise its website so that information cannot be misinterpreted by students.

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

- continue with its plans to implement fully the reporting structure for performance reviews to include higher education
- consider developing staff training so that all higher education staff make full use of the learning platform facility for the benefit of students.

## 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 Waltham Forest College (the College). The purpose of the review is to provide public information about how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes which the College delivers on behalf of Edexcel and Middlesex University (the University). The review was carried out by Dr Elizabeth Briggs, Professor Danny Morton (reviewers) and Dr Marion Shaw (coordinator).

2 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, and 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*, subject and award benchmark statements, the FHEQ, and programme specifications.

3 Waltham Forest College is a large general further and higher education college in North East London. It was purpose-built in the 1930s as a vocational provider. The London Borough of Waltham Forest is very diverse with areas of comparative prosperity and other areas among the 10 per cent most deprived in the country. The College's mission is to work with its communities 'to realise potential through lifelong learning'. Its student numbers total approximately 10,500 of whom 27 are HEFCE-funded full-time higher education students.

4 The College offers the following higher education programmes in conjunction with two awarding bodies. Programmes are listed under the awarding body, with full-time equivalent numbers for 2011-12 given in brackets.

### **Edexcel**

- HND Fashion (10)

### **Middlesex University**

- HND Business and Management (12)
- HND Tourism, Hospitality and Travel Management (5)

### **Partnership agreements with the awarding bodies**

5 The College has a formal agreement with Middlesex University. For 2012-13 there will be seven second-year Fashion students funded by HEFCE. Beyond that date there will be no further enrolments for any programmes validated by the University. Edexcel currently validates one HND programme.

## **Recent developments in higher education at the College**

6 Following the University's decision to withdraw funded student numbers, the College has conducted a review to consider how its higher education might be developed and expanded. It has decided to introduce one-year, full-time HNC provision, validated by Edexcel, in Business & Management, Hospitality Management, Health & Social Care, Fashion, and Art & Design. These programmes hope to recruit in September 2012.

7 In September 2011 the College completed the first stage of a refurbishment to modernise its central learning resources and to provide a cafeteria and communal spaces for students.

### **Students' contribution to the review, including the written submission**

8 Students studying on higher education programmes at the College were invited to present a submission to the team. Students were unable to provide the team with a written submission. Students did not attend the preparatory meeting but a group met the team during the visit and provided valuable information and opinions during the meeting.

## **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?**

9 The Vice Principal Curriculum is responsible for higher education in the College, supported by the Higher Education Coordinator, who also has the role of Head of Quality for the College. Heads of School manage programme areas across higher education and further education and are supported by curriculum managers who have responsibility for course delivery. The College has recently produced a draft Higher Education Strategy 2012-14, which outlines its plans for higher education and aims to provide progression to level 6, widen participation, and ensure high quality provision and a distinctive higher education environment and support. At present this strategy lacks planning details, timescales and actions.

10 The quality assurance cycle commences with termly performance reviews compiled by programme teams in the curriculum area. These are a valuable basis for the end-of-year school self-assessment report and final College self-assessment report. Scrutiny of recent performance and annual monitoring reports show them to be thorough as well as reflective and evaluative. The commendable quality and depth of analysis found in the performance review reports informs the management and enhancement of academic standards and is good practice. The team learnt that for the current year the College intends to disaggregate performance review and self-assessment reports to address higher education.

11 The College has recently established a Higher Education Forum with terms of reference to monitor and review all aspects of higher education in the College. The Forum's membership includes the Vice Principal Curriculum, key members of staff associated with the delivery of higher education, and a student representative from each School. The Forum

has clear terms of reference, which if fully implemented give a sound basis for managing higher education in the College. At the time of the visit the Forum had met on two occasions. Minutes of these meetings demonstrated that at present the Forum is not operating strictly in accordance with its terms of reference. For example, student representatives had not been invited to either of these meetings, and the Teaching and Learning Strategy, which embraces higher education, had not been reviewed by the Forum. The College is advised to operate the Higher Education Forum in accordance with its terms of reference.

### **What account is taken of the Academic Infrastructure?**

12 College programmes are currently set appropriately at levels 4 and 5 of the FHEQ, with opportunities for progression from HNC to HND, and currently in some programmes to degrees at Middlesex University. All progression routes are articulated in programme specifications. Programmes are formally approved through a programme approval process. The College has robust policies and procedures to underpin academic standards in its use of termly performance review reports and for annual programme monitoring, in line with the *Code of practice, Section 7: Programme design, approval, monitoring and review*.

### **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?**

13 The University link tutor and the Edexcel external examiners have oversight of the College's delivery of appropriate academic standards. External examiners visit the College twice each year to review student work. The Developmental engagement report noted that feedback from external examiners is used to inform quality improvements, and the team confirmed that the Higher Education Forum continues to give high priority to its use of external examiners' reports and ensuing action plans. The College responds readily to recommendations from its external examiners, who report favourably on the quality of teaching, the fairness of the assessment processes, the dedication of staff, and the satisfaction of students. External examiners' comments are communicated to staff and students. Student grades are confirmed by appropriately constituted Boards of Studies with University or Edexcel external examiners present. The team confirmed that maintenance of standards benefits greatly from the College's commitment to working closely with external agencies and external examiners, and is a significant strength of the provision and an area of good practice.

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

14 Although the College has a comprehensive generic staff development policy, it is aware that analysis of the impact of specific higher education staff development affecting the delivery of academic standards is underdeveloped. The College was advised in the Developmental engagement report that it should formalise its staff development to include knowledge of the Academic Infrastructure and *Code of practice*. The team saw and heard little evidence of further activities since the Developmental engagement to improve staff awareness either of the Academic Infrastructure or relevant sections of the *Code of practice*. Further comment on staff development is given in paragraph 23.

**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?**

15 The management structure for higher education programmes is outlined in paragraphs 9 and 10. Curriculum managers have responsibility for programme delivery and for subject-level annual monitoring reports and termly performance review reports. They report to and are considered at a termly School meeting. The outcome of the meeting is a comprehensive performance review record, which identifies actions arising from the review.

16 The final outcome in this reporting framework is an annual College self-assessment report which addresses the educational provision for the whole College. In addition, programme teams produce a Quality Improvement Plan, which monitors and sets targets for attendance, retention and achievement in each module with specific actions identified where targets are not being achieved. The reporting structure and the process of performance review are designed around the College's further education provision and provide an excellent framework for the maintenance and enhancement of the quality of teaching and learning. At the time of the visit, the School and College self-assessment reports do not fully incorporate those performance reviews for higher education. The team considers it desirable for the College to continue with its plans to implement fully the reporting structure for performance reviews to include higher education.

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

17 The College's fulfilment of its obligation to its awarding bodies is detailed in paragraph 13. Further comment on student learning opportunities in relation to the College's awarding bodies is given in paragraph 24.

### **What account is taken of the Academic Infrastructure?**

18 Paragraph 12 gives details of the College's use of the Academic Infrastructure.

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

19 The College has a Teaching and Learning Strategy that is based on further education provision. Some additional comments have been inserted to include higher education but there is no systematic consideration of the specific requirements for teaching and learning at a higher level. The aims stated in the Higher Education Strategy are not referred to in the Teaching and Learning Strategy, and objectives and learning outcomes are not defined. The policy would benefit from review by the Higher Education Forum. The College is advised to devise a Higher Education Teaching and Learning Strategy, or to adapt the current one, to give appropriate consideration to the requirements of teaching and learning at higher education levels.

20 Information on the College's assurance processes at managerial level is given in paragraph 15. At School level, the quality of teaching and learning is maintained and enhanced by the specific termly performance reviews undertaken by curriculum managers. These reviews address enrolment and retention data, quality of provision, outcomes for students, and leadership and management of programme provision. They also include a

review of external examiner comments, and the results of programme-specific student surveys. The College's Vice Principal Curriculum is present and a student representative attends as a School member of the review team. The team considers the inclusion of student representatives in the termly performance reviews, which promotes sharing of information on matters affecting the student experience, to be good practice. The outcome of the meeting is a comprehensive performance review record, which identifies prompt actions arising from the review.

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

21 The review team was impressed by the academic and personal support students receive from tutors, which is partly a consequence of the small numbers enrolled on higher education programmes. Students were eager to tell the team of the many ways in which staff are accessible and helpful, including the highly professional and helpful sessional teachers on the HND Fashion programme. Students commented that the student experience at the College is to be 'highly recommended', largely because of staff enthusiasm for their subject and their efforts to ensure that students achieve the learning outcomes.

22 Each programme of study has a student representative and student views are collected through surveys and questionnaires. Students also make their views known informally to tutors who are generally regarded as a first port of call when there are academic difficulties or documents requiring explanation. There are formal agencies in the College, such as counselling and learning support, but these seem to be largely unnecessary for the higher education students.

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

23 The College is a member of a Peer Review Development Group, which includes other local Colleges under the auspices of Middlesex University. The Group meets to develop collaborative opportunities for higher education staff development. The College's own staff development policy monitors the outcomes of staff development through the collation of data within a matrix, which identifies development undertaken for each member of staff. Items in the matrix demonstrate that staff development is very generic and does not address those skills specific to developing independent learning and critical thinking in higher education students. The College reported that the staff development policy is currently under review and a revised policy will be implemented at the start of the new academic year. The College is advised to continue to develop its staff development programme for staff delivering higher education to make it more specific to teaching at that level, including training on the Academic Infrastructure and the *Code of practice*.

### **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?**

24 Students have good access to learning resources, which are largely shared with further education students. The College has recently undergone a major refurbishment, which provides enhanced facilities including a new learning centre, information technology suite, and cafeteria ('the Heart of the College'). Students appreciate these facilities but were concerned that during the building phase the library was inactive and access to books and other learning materials prohibited.

25 Students value the College's virtual learning environment to support their studies, including easy access through the student portal. Off-site access is particularly useful for

students who are unable to visit the College frequently. They noted that not all module tutors are actively uploading lecture material. The College is aware that its ongoing development of the virtual learning platform requires more staff training to enhance the provision of student learning materials, records of grades and online assessment. It would be desirable for the College to consider developing staff training so that all higher education staff make use of this facility for the benefit of 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?**

26 The College website contains useful overarching documents, including the Waltham Forest College Charter, which details students' entitlements, rights and responsibilities. Other key documents are the Quality Strategy and the Learner Involvement Strategy, which apply to all College programmes, including those that count towards higher education awards. There is a Disability Statement which clarifies the College's inclusive approach and encourages students with disabilities to apply for programmes at the College. The College also publishes its Information Technology Systems and Resources Acceptable User Policy to inform students of their responsibilities in using College electronic facilities.

27 The website publishes helpful information for applicants, including the higher education prospectus and programme leaflets, and is easy to navigate. Programme specifications are published online, together with Edexcel programme information which has links to the Edexcel website. Online student handbooks contain some College policies, for example on late submission of work, academic misconduct and plagiarism, complaints, and appeals procedures. There is a standard template for printed publicity leaflets, which includes interesting staff and student contributions from programme teams. Students commented that they find information on the website to be accurate and reliable. Induction survey results indicate that they strongly agree or agree that they receive enough pre-course information, and that they are enrolled on the correct programme.

#### **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?**

28 Programme teams initially prepare all information relating to higher education programmes for which they are responsible. The College has a documented procedure for checking and signing off this information, which includes the Head of School responsible for the provision. The College Marketing Department has responsibility for the content of all published information for higher education programmes, including website content. The Vice Principal for People, Planning, and Performance undertakes the final approval and sign-off. The team found that while printed information and almost all web pages are accurate, there are two errors which should be corrected as a matter of urgency. The HND Fashion & Textiles is listed as level 5, rather than level 4, and the information given on the website invites students to 'Get a Higher Education Degree at a Price You Can Afford' and also refers to the 'range of degree level courses' the College offers. Since the College now offers only Edexcel HNC and HND programmes, this information could mislead students.

The team regards this as an unfortunate error, rather than a systematic attempt to mislead, but the College is advised to revise its website so that information cannot be misinterpreted by students.

**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**

29 The Developmental engagement was held in June 2011. Three areas of good practice were identified. The commitment and dedication of staff in assisting students in assessment practices, including good oral and written feedback, facilitated student learning and the achievement of learning outcomes. Written information was clear, full and accessible. There were effective means to capture and respond to the student voice, including the College's general open-door policy and the inclusion of students on programme boards and Boards of Study. The College has acted to maintain and enhance these areas of good practice since the Developmental engagement.

30 There were four advisable recommendations. The College was advised to ensure a consistent approach to teaching, learning and assessment by the development and publication of relevant cross-college policies and procedures relating to higher education. It was advised to promote and formalise the sharing of good practice and the identification of issues arising from external examiner reports, such as the double-marking policy, to enable the College to develop a cross-college higher education strategy. The College is also advised to formalise higher education staff development to ensure that key issues relevant to assessment in higher education are addressed. The formalised management of work-based learning was also recommended. The College has responded to these recommendations to a large extent. A higher education strategy is being developed, along with the introduction of a Higher Education Forum, although full implementation of the Forum's terms of reference has yet to be carried out. Staff development is becoming more formalised. Work-based learning is not currently an urgent issue since the College has abandoned the introduction of Foundation Degrees for the time being.

31 There were two desirable recommendations. These were to develop and formalise the involvement of employers in the design and assessment of work-based modules, and to develop the virtual learning site so that students are able to make greater use of electronic information in regard to assessment procedures. At present the involvement of employers remains an informal activity. The virtual learning site has been enhanced although not all staff are fully using it.

## **D Foundation Degrees**

32 At present the College offers no Foundation Degrees.

## **E Conclusions and summary of judgements**

33 The team has identified a number of features of good practice in the College's management of its responsibilities for academic standards and for the quality of learning opportunities of the awards the College offers on behalf of its awarding bodies. This was

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based upon discussion with staff and students and scrutiny of evidence provided by the College and its awarding bodies, Edexcel and Middlesex University.

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

- the commendable quality and depth of analysis in the termly performance review reports informs the management and enhancement of academic standards (paragraph 10)
- the College's commitment to working closely with external agencies and external examiners is a significant strength of the provision (paragraph 13)
- student representatives are included in the termly performance reviews, which promotes sharing of information on matters affecting the student experience (paragraph 20).

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

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

- operate the Higher Education Forum in accordance with its terms of reference (paragraph 11)
- continue to develop its staff development programme for staff delivering higher education to make it more specific to teaching at that level, including training on the Academic Infrastructure and the *Code of practice* (paragraphs 14 and 23)
- devise a Higher Education Teaching and Learning Strategy, or to adapt the current general strategy, to give appropriate consideration to the requirements of teaching and learning at higher education level (paragraph 19)
- revise its website so that information cannot be misinterpreted by students (paragraph 28).

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

- continue with its plans to implement fully the reporting structure for performance reviews to include higher education (paragraph 16)
- consider developing staff training so that all higher education staff make full use of the learning platform facility for the benefit of students (paragraph 25).

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

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

40 Based upon its analysis of the College's self-evaluation, other documentary evidence and from its meetings with staff and students, the team concludes that, in the context of this Summative review, reliance **can** be placed on the accuracy and completeness

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

<b>Waltham College action plan relating to the Summative review: May 2012</b>						
<b>Good practice</b>	<b>Action to be taken</b>	<b>Target date</b>	<b>Action by</b>	<b>Success indicators</b>	<b>Reported to</b>	<b>Evaluation</b>
In the course of the Summative review the team identified the following areas of <b>good practice</b> that are worthy of wider dissemination within the College:						
<ul style="list-style-type: none"> <li>the commendable quality and depth of analysis in the termly performance review reports informs the management and enhancement of academic standards (paragraph 10)</li> </ul>	Disaggregate performance review and self-assessment reports to address higher education to show a comprehensive performance review record which identifies prompt actions arising there from	March 2012	Curriculum Managers; Heads of School Head of Quality	Enhanced quality assurance monitoring, evaluation and development of higher education provision	Performance Review meetings chaired by Vice Principal Curriculum	Disaggregation of reports completed and noted as good practice by IQER Summative review panel in June 2012; higher education self-assessment report
<ul style="list-style-type: none"> <li>the College's commitment to working closely with external agencies and external examiners is a significant strength of the provision (paragraph 13)</li> </ul>	Continue to work closely with all appropriate external partners and examiners to ensure that the highest possible standards are maintained	July 2013	Course teams; Curriculum Managers; Heads of School; Head of Quality	Positive evaluations of externally verified reports and dissemination to course teams and students; successful progression of students to further higher education	Higher Education Forum	Performance review reports; annual self-assessment report; student feedback

				study and/or employment		
<ul style="list-style-type: none"> <li>student representatives are included in the termly performance reviews, which promotes sharing of information on matters affecting the student experience (paragraph 20).</li> </ul>	Extend good practice to include a student-led group which would meet prior to each termly Performance Review to provide student feedback and analysis on the quality of their higher education provision	November 2012	Course Teams; Curriculum Managers	Evidence of response to student feedback and resulting developments; regular communication between course teams and students.	Performance Review meetings chaired by Vice Principal Curriculum; Higher Education Forum	End of year summative Performance Review; direct feedback from students
<b>Advisable</b>	<b>Action to be taken</b>	<b>Target date</b>	<b>Action by</b>	<b>Success indicators</b>	<b>Reported to</b>	<b>Evaluation</b>
The team considers that it is <b>advisable</b> for the College to:						
<ul style="list-style-type: none"> <li>operate the Higher Education Forum in accordance with its terms of reference (paragraph 11)</li> </ul>	Invite students representatives to all Higher Education Forum meetings; Higher Education Forum to review Higher Education Teaching and Learning Strategy	September 2012	Head of Quality Curriculum Managers; Heads of School	Improved consistency of monitoring and evaluation of all higher education provision	Curriculum Management Team	Annual review of terms of reference for Higher Education Forum
<ul style="list-style-type: none"> <li>continue to develop its staff development procedures for staff delivering higher education to make it more</li> </ul>	Higher Education Forum to agree implementation of strategy for ensuring that all academic staff delivering higher education undertake	October 2012 - July 2013	Head of Quality Curriculum Managers; Heads of School; Staff Development Manager	Embedded focused staff development procedures for all staff delivering higher education provision	Curriculum Management Team; Higher Education Forum	Positive evaluation feedback from all academic staff following attendance at developmental events, identified

specific to teaching at that level, including training on the Academic Infrastructure and the <i>Code of practice</i> (paragraphs 14 and 23)	focused continual professional development specific to teaching at that level; organise regular updating training programmes on the Academic Infrastructure and the <i>Code of practice</i>					through their appraisals; regular monitoring and review of continual professional development by staff teaching on higher education programmes
<ul style="list-style-type: none"> <li>devise a Higher Education Teaching and Learning Strategy, or to adapt the current general strategy, to give appropriate consideration to the requirements of teaching and learning at higher education level (paragraph 19)</li> </ul>	Align the College's Teaching and Learning Strategy with the proposed Higher Education Strategy; ensure objectives, learning outcomes, timescales and actions are clearly defined in the proposed Higher Education Strategy	September 2012	Head of Quality Vice Principal Curriculum	A developed, systematic consideration of the specific requirements for teaching and learning at a higher level	Curriculum Management Team; Higher Education Forum; Curriculum Excellence Team; programme teams	Annual programme reviews; Annual review of Teaching and Learning Strategy
<ul style="list-style-type: none"> <li>revise its website so that information cannot be misinterpreted by students (paragraph 28).</li> </ul>	Two errors referred to in the Summative Review report have been corrected  Ensure regular, robust review procedures take place to ensure	May 2012  Quarterly from September	Head of Marketing  Curriculum Managers; Heads of School;	Corrections actioned  Up-to-date, fit for purpose website information	Curriculum Management Team Vice Principal for People, Planning and Performance  Curriculum Management Team; Higher	Corrections completed  Student feedback; external agencies' feedback

	accuracy and reliability of current information on the College's website	2012	Head of Marketing		Education Forum	
<b>Desirable</b>	<b>Action to be taken</b>	<b>Target date</b>	<b>Action by</b>	<b>Success indicators</b>	<b>Reported to</b>	<b>Evaluation</b>
The team considers that it is <b>desirable</b> for the College to:						
<ul style="list-style-type: none"> <li>continue with its plans to implement fully the reporting structure for performance reviews to include higher education (paragraph 16)</li> </ul>	Disaggregate performance review and self-assessment reports to address higher education to show a comprehensive performance review record which identifies prompt actions arising therefrom	March 2012	Curriculum Managers; Heads of School Head of Quality	Enhanced quality assurance monitoring, evaluation and development of higher education provision	Performance Review meetings chaired by Vice Principal Curriculum	Disaggregation of reports completed and noted as good practice by IQER Summative review panel in June 2012; higher education self-assessment report
<ul style="list-style-type: none"> <li>consider developing staff training so that all higher education staff make full use of the learning platform facility for the benefit of students (paragraph 25).</li> </ul>	Updating Moodle 2 training to be undertaken by all staff delivering higher education programmes; newly accredited level 3 OCN e-Teach programme will also be available  Course team members to continue to provide further independent learning materials for their students; and	July 2012  October 2012	Programme teams; Curriculum Managers; Heads of School  Programme team members; Curriculum Managers	  Enhanced availability of student learning materials, records of grades and	Staff Development E-Learning Manager  Performance review meetings	Training completed  Student feedback; course team quality improvement plans

	increase the current opportunities for communication via the virtual learning environment to include assessment feedback, action planning and tutorial support	December 2012		online assessment		
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**RG 1002 08/12**

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