

Integrated quality and enhancement review

Summative review

April 2010

Hackney Community 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 Hackney Community College carried out in April 2010

As a result of its investigations, the Summative review team (the team) considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreements, for the standards of the awards it offers on behalf of its awarding bodies. The team also considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreements, for the quality of learning opportunities it offers. The team considers that reliance **can** be placed on the accuracy and completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

Good practice

The team has identified the following **good practice** for dissemination.

- The FdA Counselling and Psychology handbook is an example of good practice.
- The introduction of a co-tutored weekly 'group process' hour is encouraging self-directed and student-determined learning and enhances the learning experience of FdA Counselling and Psychology students.
- Students expressed overwhelmingly positive views of the value and usefulness of formative and summative feedback on their assessed work in promoting learning improvement.
- All higher education teaching staff are included in a weekly, three-hour scheduled time for training and professional development.
- There is an attractive and informative publicity leaflet promoting higher education at the College.

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:

- ensure that it has a signed legal agreement with the awarding body in place for each programme before students are enrolled
- review thoroughly each of its collaborative agreements and put in place what is necessary to ensure it is in compliance with them
- complete actions arising from its Developmental engagement action plan in relation to the consideration of external examiner reports
- consider the formalisation of the Higher Education Forum remit and constitution to include consideration of academic standards and quality of learning opportunities
- ensure that, in line with any requirements from its awarding bodies, each course has its own course committee, with a specific remit including the consideration of matters relating to academic standards and the quality of the learning experience

Integrated quality and enhancement review

- reconsider the way in which statistical data on student achievement is presented and analysed to ensure that the College's academic standards are in accord with the requirements of its validating partners
- adopt a more evaluative approach towards the wording within annual monitoring and subsequent action plans
- review the policy for capturing the higher education student voice and consider its inclusion as part of the wider approach towards the annual self-assessment of the provision.

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

- review its policies, procedures and practices in the context of the Academic Infrastructure and disseminate that information to all staff involved in the delivery and management of the provision
- consider developing a programme for staff new to teaching on higher education programmes to ensure that they understand the requirements of higher education and, in particular, their responsibilities as internal examiners for the maintenance of academic standards
- develop a higher education focus towards teaching and learning, especially in the context of the planned growth in higher education
- monitor attendance at awarding body staff development events and ensure that all relevant staff are fully included
- consider the further development of higher education away days, the internal exchange of good practice and develop a realistic plan for scholarly activity
- signpost higher education information more clearly on the College website's home page.

A Introduction and context

1 This report presents the findings of the desk-based Summative review of higher education funded by the Higher Education Funding Council for England (HEFCE) conducted at Hackney Community College (the College). The purpose of the review is to provide public information about how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes which the College delivers on behalf of the Institute of Education, London Metropolitan University and the University of East London. The review was carried out by Ms Maxina Butler-Holmes and Mr Peter Hymans (reviewers), and Dr John Barkham (coordinator).

2 The Summative review team (the team) conducted this desk-based 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 and a preparatory meeting with staff and students. 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 in gaining information to assist with the assessment of the impact of Foundation Degree awards, Section D of this report summarises details of the Foundation Degree programmes delivered at the College.

4 The College is an inner-London general further education college that promotes widening participation. The College was first incorporated in 1993 following the Further and Higher Education Act, 1992. It resulted from the merger of Hackney Sixth-form Centre, Hackney Adult Education Institute and Hackney College. The College's mission is 'unlocking community potential through success: educating students for work and life and meeting employers' needs for skills'. The strap line 'promoting and celebrating equality and diversity in all we do' underpins the aim and ethos of the College to provide the opportunity for all students to progress to higher levels of education and training or to employment. The College is located in Shoreditch, an area identified for regeneration on the edge of the City of London.

5 Currently, the College has 6,433 students enrolled on 'Learner responsive provision', 556 students on 'Employer responsive provision' and 1,039 on 'Special Projects'. Most of these are studying courses at further education level. Courses range from pre-entry level to Foundation Degree, covering the following curricular areas: arts, business, computing, construction, health and care, hospitality, housing, skills for life, teacher training, GCSE and GCE A-Levels. There are clear progression routes for each curricular area, in most cases to Level three and some to Level four.

6 There are 69 higher education students, of whom 31 are full-time and 38 part-time (50 full-time equivalents), registered for the four higher education programmes which are as follows, with the numbers of students registered for each programme in brackets:

Institute of Education

- Post Graduate Certificate in Education (PGCE) (Generic) (15)
- PGCE (Literacy) (9)

London Metropolitan University

- FdA Early Childhood Studies (30)

University of East London

- FdA Counselling and Psychology (15).

Partnership agreements with the awarding bodies

7 There are clear lines of accountability between the College and its higher education institution partners for the maintenance of academic standards. Partnership agreements between the College and the Institute of Education are stipulated in a Memorandum of Agreement. The agreement with London Metropolitan University is named the Institutional Memorandum of Agreement. These both define the responsibility of partners for the management of students from recruitment to graduation. The partnership agreement (Memorandum of Cooperation) with the University of East London for delivery of the FdA Counselling is due to be signed at the end of April 2010.

Recent developments in higher education at the College

8 The only significant recent changes to the higher education provision have been the commencement in September 2009 of the FdA Counselling and Psychology and the completion of the final cohort of students registered for the PGCE Post-Compulsory Education and Training (see paragraph 6). In both cases, the awarding body is the University of East London. The awarding body for the Post Graduate Certificate is now the Institute of Education. The College intends to maintain its progression routes into higher education, addressing its widening participation agenda. In further addressing the higher skills shortage, noting that the College is situated in an Olympic Games borough, the widening participation agenda has planned an incremental increase in the range of its higher education provision, subject to the availability of funding.

Students' contribution to the review, including the written submission

9 Students studying higher education programmes at the College were invited to present a submission to the Summative review team and did so. They were given a tutorial explaining the IQER quality process and the purpose and value of the student statement. A questionnaire was given to students so that they could individually express their views. The College summarised the results and wrote a report for the team. This proved useful and in line with comments made by a group of four students from the Post Graduate Certificate in Education met by the Coordinator at the preparatory 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?

10 The College has arrangements with three universities for the provision of higher education. There is a signed Memorandum of Agreement with the Institute of Education of the University of London for collaboration with the delivery of the Post Graduate Certificate in Education Post-Compulsory Education and Training and an overarching Institutional Memorandum of Agreement with London Metropolitan University covering the period between 2008 and 2013 for the delivery of Foundation Degrees. However, the Institute of Education course had already been running for a year when the agreement was signed and the London Metropolitan University agreement requires a parallel Course Level Agreement which was not available at the time of the review. Additionally, although the FdA Counselling and Psychology with the University of East London has been running for nearly a year, the enabling agreement is only now about to be signed. For the security of its courses, the College should ensure that it has a signed legal agreement with the awarding body in place for each programme before students are enrolled.

11 The Memorandum of Agreement between the College and the Institute of Education provides that the College should appoint a number of members of staff with specific roles. The Memorandum of Agreement between the College and London Metropolitan University specifies that the College should appoint internal examiners as appropriate and inform the University of the appointments made. While the appointments necessary for the Institute of Education agreement have been made, there seems to be no explicit understanding of the role of the internal examiner and the importance of such a role in the maintenance of academic standards. The College should review thoroughly each of its collaborative agreements and put in place what is necessary to ensure it is in compliance with them.

12 Under the terms of its agreements with its awarding bodies, members of course management teams are expected to attend a number of meetings and development events at the validating institutions. The College representatives attend steering group meetings as appropriate and issues relating to academic standards are discussed. However, although the opportunities for staff development through the awarding bodies are extensive, the team was not supplied with evidence of individual attendance at these events and therefore no view could be formed of the value gained from them by the College.

13 The College has a clear structure for the management of its higher education provision. There is a Deputy Principal with overall responsibility across the College for academic standards, quality and the curriculum at all levels. Additionally, there is a Vice Principal who has devolved responsibility for the vocational curriculum including the strategic direction and planning of higher education courses. The heads of schools are responsible for the management of the delivery, standards and quality of the higher education courses within their schools.

14 Heads of schools monitor external examiners' reports and ensure that actions are taken where necessary. However, one recommendation from the Developmental engagement was that the Head of Quality at the College should receive copies of the external examiner reports in order to monitor and plan coordinated responses at college level effectively. Although in the 2008-09 HE Courses Quality Improvement Plan it is stated that all external examiners' reports should be posted on the virtual learning environment, at the time of the Summative review these actions had not been completed as the College had not received all the reports in electronic format. Although progress has been made in the way in which external examiners' reports are considered, the College has not yet gained the full benefit of doing so. The College should complete actions arising from its Developmental engagement action plan in relation to the consideration of external examiner reports.

15 The College has formed a Higher Education Forum as a means of considering matters relating to higher education across the College. However, there is no clear constitution for the forum and, although the College states that meetings of the forum should take place termly, no meeting took place in the autumn term of 2009. A meeting was held in March 2010 whose agenda included consideration of annual review documentation and external examiners' reports. The College would benefit from further formalisation of this forum to include the particular remit of monitoring academic standards across the higher education provision, ensure the most appropriate representation, and including the dates of its meetings on the College quality calendar.

16 The student handbook for the FdA Counselling and Psychology makes reference to a collaborative programme committee with the specific remit for assuring and enhancing the student experience. At the time of this review, this committee had not been established. Similarly, there is no evidence that other course teams meet in a regular, structured and minuted way to discuss matters relating to the academic standards and quality of the learning opportunities within the College. Although course teams are small and are in daily contact in their workrooms, enabling a constant dialogue within the teams, there is no record of these discussions and, as a result, any decisions made are not secure. The College should form formal course committees in line with any requirements from its awarding bodies and ensure that, as a minimum, each course has its own course committee with a specific remit including the consideration of matters relating to academic standards and the quality of the learning experience.

What account is taken of the Academic Infrastructure?

17 The College states in its self-evaluation that academic standards are clearly stated in course handbooks and module specifications. However, in the self-evaluation, there is no reference to elements of the Academic Infrastructure and, in particular, the *Code of practice*, subject and qualification benchmark statements and the FHEQ. Although the academic standards of courses are determined by the awarding bodies, the College needs to be aware that it is responsible for ensuring that the requirements of the Academic Infrastructure should be taken into account when managing the provision.

18 It was noted in the Developmental engagement report on assessment that, although the team could find no explicit evidence of the use of the *Code of practice, Section 6: Assessment of students*, it was clear from course assessment information that the management of assessment was in line with its guidance. Similarly, with other sections of the *Code* and other elements of the Academic Infrastructure, there is a lack of explicit evidence of their use within the College. Evidence supplied by the College in the course of the review indicated that parts of the *Code* had been taken into account and there is specific mention of *Section 9: Work-based and*

placement learning in the FdA Counselling and Psychology student handbook.

The team considers that, given the College's intention to expand its higher education provision, it would be timely for the College to review its policies, procedures and practices in the context of the Academic Infrastructure and disseminate that information to all staff involved in the delivery and management of the provision.

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?

19 The self-evaluation states that the College ensures it is meeting the required standards for its higher education provision through external examiner reports and that it continues to provide information about its procedures for first and second-marking. It also states that regular meetings with its awarding bodies enable the maintenance of high-quality delivery. However, the self-evaluation does not specify how the College has an oversight of the way in which it meets its obligations to ensure academic standards. The relatively new Higher Education Forum might be the way that the College ensures it is meeting its obligations but, without a clear remit for the maintenance of academic standards and a constitution which includes management at a senior level, it is hard to see how this can be achieved.

20 The College has recently produced its first self-assessment report for higher education. This is a welcome development, although it is based on a further education model and does not consider rigorously the academic standards of courses. There is no analysis of external examiners' reports, nor is there consideration of matters relating to academic standards generally. In the higher education self-assessment report and data analysis supplied by the College, student achievement information is difficult to interpret, with 100 per cent retention noted across all programmes. While this is not impossible, it is unlikely. It may demonstrate a poor understanding of the way in which data relating to outcomes should be generated for higher education programmes of more than one year's duration. Towards the end of the review, revised data was presented which showed that, while good, retention was not 100 per cent.

21 At the time of the review, the College had decided that the self-assessment report for higher education combined with a quality improvement plan was not the most effective way of evaluating the College's performance across its higher education provision. The team agreed that the College would benefit from reviewing the way in which the self-assessment report for higher education is constructed and recommends that consideration be given to the way in which statistical data are presented and analysed to ensure that the College's academic standards are in accord with the requirements of its validating partners.

22 The College has a relatively small but growing range of higher education programmes. Student feedback is positive and achievements are sound. However, the relative inexperience of the College in managing such programmes has meant that some of its policies, processes and procedures lack the rigour expected of a provider of higher education. In the light of the planned expansion of Foundation Degrees, the College should examine its internal framework for the support of its higher education programmes and further develop the necessary infrastructure.

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

23 When new teaching staff are appointed to the College, they are entitled to an induction pack of materials about College practices and procedure, a two-part induction programme, a mentor for three to four months and management supervision sessions with their line manager. Additionally, PGCE and FdA Early Childhood Studies staff are invited to attend training at the Institute of Education and at London Metropolitan University respectively, covering a range of topics, including module delivery and assessment.

24 The College's induction process does not include any specific guidance about the way in which staff should take into account the requirements of higher education programmes and the achievement of academic standards, nor is there any evidence of a process being in place for existing staff who will be transferring into higher education for the first time. Additional commentary supplied by the College during the review stated that members of staff new to higher education are overseen by existing staff but that this informal arrangement is not documented. The College should consider developing a programme for staff new to teaching on higher education programmes to ensure that they understand the requirements of higher education and, in particular, their responsibilities as internal examiners for the maintenance of academic standards.

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

Core theme 2: Quality of learning opportunities

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

25 The Vice Principal has responsibility for the development of programmes and is line manager for the heads of school. The Deputy Principal (Curriculum and Quality) is responsible overall for assuring the quality of higher education in the College. The Vice Principal liaises with partner universities at a strategic level. There is no senior academic committee which formally monitors the quality of learning opportunities across the higher education provision.

26 Responsibility for the management of the higher education provision is reported in paragraphs 10 to 16. There is much informal practice and discussion within the small staff teams which ensure that programmes run smoothly. Anecdotal evidence shows that regular meetings take place with link tutors at partner universities.

27 The College has completed an annual self-assessment report for higher education, although, the 2008-09 report demonstrated little evidence of evaluative commentary and the quality improvement plan arising from it contained several instances where progress on actions was behind target. The Higher Education Forum has recently agreed that the self-assessment report is not effective and that the quality improvement plan will be updated instead. The team noted that the wording used in action plans was frequently generalised in tone and lacked specific, definable actions which were not consistently reviewed. Whichever approach is adopted, the College is advised to adopt a more evaluative approach towards the wording within annual monitoring and subsequent action plans.

28 Liaison at the operational level is achieved through each awarding body's link tutor and College course manager who are responsible to their respective institutions for the delivery of programmes in accordance with the requirements approved at the validation. This ensures the dissemination of handbooks, regulations and assessment calendars.

29 Following the Developmental engagement, the Higher Education Forum was established with a remit to 'improve and ensure the quality of the higher education provision across the College'. However, meetings have not always taken place as planned and the minutes of the most recent meeting show little evidence of specific actions. It is advisable for the College to adopt a more rigorous and evaluative approach towards higher education developments and the monitoring of actions.

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

30 There is little evidence of internal team meetings to demonstrate the operational aspects (paragraph 26). Each course manager produces an annual report for their awarding body that considers external examiner reports, student evaluations and achievement levels. The production of course performance evaluations varies between programmes validated by the different awarding bodies. A collaborative course review is completed for the FdA Early Childhood Studies and the team confirmed evidence of actions being taken.

31 The Developmental engagement report noted the strength of liaison opportunities with awarding bodies and its other partner colleges. This continues to be effective in promoting the sharing of good practices. Staff participate in the London Metropolitan University Partnership Day and the Consortium forum.

32 The student voice is taken into account and perceptions gathered in a variety of ways. There are student representatives who participate variably in meetings. The College has introduced a student parliament but acknowledges that many higher education students are part-time and their attendance at meetings is infrequent. The Higher Education Forum has decided to invite students to the first part of its meetings. There is variable practice in the use of module feedback. The College is currently awaiting the documentation used by London Metropolitan University for the FdA Early Childhood Studies, although the team saw examples of PGCE students completing these. There is a student satisfaction survey for completing students which is designed to meet the needs of the Common Inspection Framework for Further Education. However, it is acknowledged that, for the current year's survey, additional questions will be required to capture and act upon higher education students' views as these are 'not consistently documented'. The College is advised to review the policy for the capture of the higher education student voice and consider its inclusion as part of the wider approach towards the annual self-assessment of the provision.

What account is taken of the Academic Infrastructure?

33 The overall quality and structure of programmes is the responsibility of the awarding bodies. College staff participate in programme validation and review activities. The team was unable to establish firm evidence of staff understanding of the component parts of the Academic Infrastructure (see paragraphs 17 and 18). Examination of handbooks, however, shows sections of the *Code of practice* relating to teaching, learning and assessment, work-based learning and programmes with appropriate aims and intended learning outcomes.

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

34 The College carries out teaching observations in line with College procedure which is designed to meet the *Common Inspection Framework for Further Education and Skills, 2009*. The College requires all staff to receive a graded teaching observation on an annual basis which is discussed at an appraisal meeting with the curriculum manager. The Leadership and Professional Development Unit and senior practitioners in schools assume responsibility for both corrective action and the sharing of good practice. The College is working with three other London colleges on a peer review and development scheme to assure parity of teaching standards. The College is actively involved with other London Metropolitan University partner colleges in a combined WebLearn for sharing learning materials across the FdA Early Years programmes.

35 There is no clearly differentiated teaching process for higher education, nor evidence of sharing experiences or peer review across the programmes. On the PGCE, however, College staff do conduct joint observations with colleagues in the Institute of Education. There is no specific evaluation of higher education observations and the College is encouraged to consider such an approach to promote some sense of a higher education ethos. The College is advised to develop a higher education focus towards teaching and learning, especially in the context of the planned growth in higher education.

36 The opportunities for students to reflect on the quality of teaching are presented through some module evaluations, although there is differential practice in terms of their application and review in programme team meetings. The module monitoring report for the FdA Early Childhood Studies seeks to capture student feedback. This follows the request of the external examiner to receive student evaluation data from all colleges. The College had provided a 'module log' which was not found useful. At the October 2009 Steering Group meeting, it was agreed that every module would be monitored and that the University would provide a template. The College is still awaiting these. The PGCE students complete module evaluations but there is no clear indication of how these feed into annual reporting and promote improvements.

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

37 During the induction phase, all students participate in diagnostic assessments to enable provision of additional support mechanisms as appropriate. Students value the enrolment interview to clarify their expectations, although some FdA Counselling and Psychology students had found it to be 'unclear and confusing'. Each of the partner universities participates in the induction process for the degrees for which they are responsible. The Academic Liaison Officer from London Metropolitan University attends to support the FdA Early Childhood Studies students, while the FdA Counselling and Psychology students visit the University of East London for a half-day induction which introduces them to the range of student support and learning resource functions. There were some communication difficulties relating to enrolment and fees for the latter student group (see paragraph 54).

38 Students widely agree that course and module handbooks are useful and clearly define the expectations of them. Handbooks provide details of course structure, module outlines, teaching, learning and assessment approaches, assessment arrangements and references to the awarding bodies regulations. In addition to the generic university handbooks, each is contextualised to reflect the College provision. The FdA Counselling and Psychology handbook is an example of good practice and students welcome the way in which staff explain grading criteria clearly for every assessment.

39 Tutorial provision is detailed in the Tutorial Policy which aims to 'provide individualised learning and support for each student'. Students are offered both group and individual tutorials. There has been some adaptation of the individual learning plan approach for higher education students to reflect study skills requirements and career planning to support student progression through their learning experiences. Students welcome the tutorial support they receive and, on the PGCE, mentioned the mentor support as being 'good'. The student submission showed that students are appreciative of staff commitment, the academic support they receive and the variety of teaching styles. The support arrangements are effectively enabling students to achieve at levels 4 and 5.

40 Initial indicators suggest that the FdA Counselling and Psychology is providing an effective environment for collaborative learning. The introduction of a co-tutored weekly 'group process' hour is encouraging self-directed and student-determined learning which is regarded as enhancing the learning experience. This is seen as meeting the needs of students in an effective way.

41 Formative and summative feedback on their assessed work is delivered to students in a variety of ways, including individually and in group tutorials. The College is proud of its approach towards the provision of one-to-one feedback on assessments. Students expressed overwhelmingly positive views of the value and usefulness of feedback in promoting learning improvement.

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

42 Staff development needs are identified through appraisal and teaching observations. The HE strategy notes a commitment towards the development of staff to undertake teaching roles at the higher education level and opportunities are provided for a financial contribution towards higher-level qualifications.

43 The formal agreements between the College and its awarding bodies state that staff are recognised as university lecturers. The team found no evidence of the College and its awarding bodies developing a coherent approach towards the provision of developmental opportunities for the College staff. In the absence of detailed attendance records at validating partner events, it is difficult to see how the College assures itself that its staff have suitable knowledge and experience for teaching on higher education programmes. The College should monitor attendance of staff at awarding body staff development events to ensure that all relevant parties are fully informed and agree a dedicated higher education programme of events to share practice across curriculum areas.

44 The Institute of Education arranges training for PGCE staff and there are good examples of interactions between teams at the respective institutions. London Metropolitan University arranges annual partnership participation days which FdA Early Childhood Studies staff attend. At the autumn Steering Group meeting, initial discussions were held about joint research opportunities and academic updating as part of the appraisal process. Access to scholarly engagement and staff development opportunities is an encouraging development, although this is in its early stages. Continuing professional development sessions focused on higher education have been offered. The College should consider the further development of higher education away days, the internal exchange of good practice and develop a realistic plan for scholarly activity.

45 All higher education teaching staff are included in a weekly three-hour scheduled time for training and professional development. The Learning and Professional Development and Training policy locates training within the strategic planning cycle and into the curriculum area reviews. Although the College provided examples of generic training sessions arising, there was no direct evidence to support the enhancement of teaching and learning specifically within the higher education portfolio. Further exploration confirmed that, in practice, usually only the programme leaders attend university training sessions and then feed back to others in their teams. Although the team acknowledges that all staff have both further as well as higher education responsibilities to consider in their three-hour time allocation, a dedicated higher education programme of events should be agreed to share practice across curriculum areas.

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

46 The College's learning resource centre aims to support the 'development of independent learning skills for work and life'. There is a subject librarian identified for each programme. This is helpful in the development of study and research skills. Library opening hours extend into the evenings and the limited student feedback seen by the review team confirmed its accessibility and responsiveness to ordering resources, journals and texts. Partner university libraries and online learning resources are available to all higher education students.

47 PGCE students described the 'excellent' Institute of Education library. For example, a PGCE student with a severe, but temporary, physical handicap was most complimentary about the responsiveness of the Institute of Education library to his incapacitating injury. He was able to access the library's 'postal service' and was surprised and pleased to find an effective process for assisting him and other disabled 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's website and prospectus detail the higher education courses it delivers and direct prospective and current students to the relevant awarding body websites. The new website was in its first week of operation during this review. Compared with its predecessor, it now provides users with access to sufficient higher education information. However, higher education does not appear on the home page and it is not easy to find. It is desirable for the College to signpost higher education information more clearly on the home page. The updated design is intended to make the website more user-friendly and interactive and to promote examples of student achievements. There is also an attractive and informative publicity leaflet (Higher Education Courses: Helping you get the job you deserve) promoting higher education at the College.

49 The College's prospectus provides clear contact and enrolment details, along with a detailed description of the higher education courses offered. The 16-18 Guide also refers to these courses as possible progression routes. The College's adult prospectus, which is also widely distributed across Hackney and neighbouring boroughs, contains detailed information on higher education courses, including a full description of each. The awarding body approves the text for programme descriptions and entry requirements which are used by the College for the website and prospectus. For example, for the FdA Counselling and Psychology, the University of East London's enrolment form is linked to the College's own enrolment process.

50 Information about overarching academic standards and programme quality for the provision under review is provided by each of the three university partners and is available on their websites. Website links enabling easy access to this information have been provided by the College.

51 The programme validation team establishes the content of modules prior to validation. Once approved, further changes can only be made with university approval. Programme and module specifications with intended outcomes provide clear information on academic requirements which are discussed with students during induction, enabling them to make informed choices about the overall programme. Furthermore, these are used when starting assignments and students are reminded about the grading criteria. The FdA Early Childhood Studies has a college virtual learning environment site where module specifications, links to electronic resources, and articles including job vacancies can be found. The PGCE has a direct link to the Institute of Education's web page. Students considered these provided them with useful opportunities to pursue the achievement of their intended learning outcomes.

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?

52 The College's website content is now controlled internally so that any amendments can be made quickly and without charge. Changes are the subject of rigorous checking by the College's Finance Department, Management Information Services and heads of schools. The final curriculum offer is signed off by the Deputy Principal (Curriculum and Quality). The College's higher education partners ratify all programme information prior to its publication. Approved university content is included in course handbooks and local information is added by College teams and approved by the relevant awarding body. This information then forms the text for both the prospectus and college website. Further, for the awarding body and the College websites, there are links that enable users to connect between the organisations.

53 London Metropolitan University's Hackney Community College Steering Group considers matters relating to the FdA Early Childhood Studies and possible new developments. This includes joint consideration of publicity and promotional material. The Memorandum of Agreement between the College and the Institute of Education requires the written approval of both parties before any publicity material is released. Partner higher education institutions inform the College of changes in their regulations, policies, strategies and practices by direct email communication and formally at University/College steering group meetings.

54 The College admissions team provides feedback to the course managers and subject team leaders and coordinates the recruitment process with them. In these ways, the College is assisted in fully meeting the expectations and requirements of its awarding bodies in relation to published information about its higher education programmes. Any discrepancies between public information and the student applicant's experience are satisfactorily dealt with in this way. Few such discrepancies have so far been identified. When they are, they are fed back through the management information system and signed off by the Deputy Principal (Curriculum and Quality) when appropriate action has been taken. One recent example involved FdA Counselling and Psychology students' enrolment at the University of East London. The process took seven hours. When they returned to the College, they discovered that they were enrolled on the wrong course. Speedy communication between the College and the University resolved the situation by the following week.

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

55 A team of three, including the coordinator, a reviewer and college nominee, visited the College in February 2009. Following receipt of the College's self-evaluation and supporting documentary evidence, the team explored the following lines of enquiry selected by the College. Firstly, to what extent does the internal verification process and the College's liaison with its partner higher education institutions ensure the maintenance of the academic standards reflected in external examiners' reports? Secondly, to what extent does continuous feedback to students provide information and guidance so they can demonstrate the achievement of appropriate learning outcomes throughout the grade range? Thirdly, to what extent do the methods of assessment reflect the vocational nature of the qualifications?

56 The team recorded a number of areas of good practice. The College award of a Certificate of Excellence to higher education students who show outstanding improvement in their assessments between semesters is innovative and provides encouragement. It found that College staff appreciate the value of being able to liaise with the other College partners of its awarding bodies in setting assessments and in ensuring the comparability of academic standards. The quality of some student work is outstanding in its vocational relevance. The range and frequency of feedback on assessments, both in draft and final form, are a consistent feature of the provision and much valued by all students. A number of features of good practice were noted in the assessment processes of the Post Graduate Certificate in Education (Post-compulsory Education and Training). There are some occasions, for example in lesson observations on this programme, when the external examiner samples student work concurrently with the internal first and second-marking. In this way, students receive instant feedback which can then be used to improve subsequent performance. It is helpful to students too that, at the end of teaching sessions, a half-hour period is left free for students to raise and discuss assessment issues. Students are given the opportunity to identify how they have met the assessment criteria and it is valuable that documentation for observation of lessons conducted is the same as that used by qualified lecturing staff within the College. The PGCE/PCET module handbook contains a Good Assignment Guide. For all programmes, the key elements from the handbooks are highlighted to students during induction.

57 The team made a small number of recommendations. It advised the College to ensure that the Head of Quality and Standards at the College receives copies of the external examiner reports. In the absence of this information, it is difficult to monitor planned, coordinated responses effectively at college level. The team also reported that it would be desirable for the College, firstly, to continue developing plans to produce a cross-college self-assessment report and a quality improvement plan for all higher education programmes to facilitate the internal sharing of good practice. Secondly, it would be desirable for the College to develop consistency in the use of the terms 'verifier' and 'examiner' in the context of the College's developing higher education provision, using only the term 'external examiner' for those subject staff from other higher education institutions charged with these duties by the awarding body.

D Foundation Degrees

58 The provision currently includes the FdAs Counselling and Psychology and Early Childhood Studies. However, the College is discussing or actively planning further developments with several higher education institutions. These include Foundation Degrees in media and waste management. The FdA Counselling and Psychology accepted its first student intake in September 2009. Two FdAs, in Housing Studies and Community Sport Coaching and Performance, are being validated in partnership with London Metropolitan University, with the first enrolment of students in January 2011. The College's strategy is incrementally to develop its provision of Foundation Degrees, as stated in its Higher Education Strategy. The College intends to maintain its progression routes into higher education, addressing its widening participation agenda. In further addressing the higher skills shortage, noting that the College is situated in an Olympic Games borough, the widening participation agenda has planned an incremental increase in the range of its higher education provision, subject to the availability of funding.

59 The College has a relatively small but growing range of Foundation Degrees. Student feedback is positive and achievements are sound. However, the relative inexperience of the College in managing such programmes has meant that some of its policies, processes and procedures lack the rigour expected of a provider of higher education. In the light of the planned expansion of Foundation Degrees at the College, it should examine its internal framework for the support of its higher education programmes and further develop the necessary infrastructure.

60 The areas of good practice and recommendations for the College as a whole stated in paragraphs 62 to 65 also apply to the Foundation Degrees.

E Conclusions and summary of judgements

61 The team has identified a number of features of good practice in Hackney Community College's management of its responsibilities for academic standards and for the quality of learning opportunities of the awards the College offers on behalf of its awarding bodies. This was based upon discussion with staff and students and scrutiny of evidence provided by the College and its awarding bodies, the Institute of Education, London Metropolitan University and the University of East London.

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

- the FdA Counselling and Psychology handbook is an example of good practice (paragraph 38)
- the introduction of a co-tutored weekly 'group process' hour is encouraging self-directed and student-determined learning and enhances the learning experience of FdA Counselling and Psychology students (paragraph 40)
- students expressed overwhelmingly positive views of the value and usefulness of formative and summative feedback on their assessed work in promoting learning improvement (paragraph 41)
- all higher education teaching staff are included in a weekly, 3-hour scheduled time for training and professional development (paragraph 45)
- there is an attractive and informative publicity leaflet promoting higher education at the College (paragraph 48).

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

The team agreed a number of areas where the College is **advised** to take action:

- ensure that it has a signed legal agreement with the awarding body in place for each programme before students are enrolled (paragraph 10)
- review thoroughly each of its collaborative agreements and put in place what is necessary to ensure it is in compliance with them (paragraph 11)
- complete actions arising from its Developmental engagement action plan in relation to the consideration of external examiner reports (paragraph 14)
- consider the formalisation of the Higher Education Forum remit and constitution to include consideration of academic standards and quality of learning opportunities (paragraphs 15, 27, 29)
- ensure that, in line with any requirements from its awarding bodies, each course has its own course committee, with a specific remit including the consideration of matters relating to academic standards and the quality of the learning experience (paragraph 16)
- reconsider the way in which statistical data on student achievement are presented and analysed to ensure that the College's academic standards are in accord with the requirements of its validating partners (paragraph 21)
- adopt a more evaluative approach towards the wording within annual monitoring and subsequent action plans (paragraphs 27, 29)
- review the policy for capturing the higher education student voice and consider its inclusion as part of the wider approach towards the annual self-assessment of the provision (paragraph 32).

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

- review its policies, procedures and practices in the context of the Academic Infrastructure and disseminate that information to all staff involved in the delivery and management of the provision (paragraphs 17, 18)
- consider developing a programme for staff new to teaching on higher education programmes to ensure that they understand the requirements of higher education and, in particular, their responsibilities as internal examiners for the maintenance of academic standards (paragraph 24)
- develop a higher education focus towards teaching and learning, especially in the context of the planned growth in higher education (paragraph 35)
- monitor attendance at awarding body staff development events and ensure that all relevant staff are fully included (paragraph 43)
- consider the further development of higher education away days, the internal exchange of good practice and develop a realistic plan for scholarly activity (paragraph 44)
- signpost higher education information more clearly on the College website's home page (paragraph 48).

64 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.

65 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.

66 Based upon its analysis of the College's self-evaluation, and other documentary evidence and from its meetings with staff and students, the team concludes that, in the context of this Summative review, reliance **can** be placed on the accuracy and completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

Hackney Community College action plan relating to the Summative review: April 2010						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
In the course of the Summative review the team identified the following areas of good practice that are worthy of wider dissemination within the college:						
<ul style="list-style-type: none"> the FdA Counselling and Psychology handbook is an example of good practice (paragraph 38) 	Review all other FD handbooks Agreed by HEI's	October 2010	Curriculum managers at HCC in agreement with HEI's	All FD provision has common contents.	Vice Principal	HCC FE forum will compare the student handbooks of provision.
<ul style="list-style-type: none"> the introduction of a co-tutored weekly 'group process' hour is encouraging self-directed and student-determined learning and enhances the learning experience of FdA Counselling and Psychology students (paragraph 40) 	Review the schedule of tutorial /taught sessions to include time promote self-directed and student-determined sessions	September 2010	Curriculum managers	Tutorials reflected on timetables/Year /Semester Planner	Vice Principal	Annual programme reviews. Student feedback

Hackney Community College action plan relating to the Summative review: April 2010						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> students expressed overwhelmingly positive views of the value and usefulness of formative and summative feedback on their assessed work in promoting learning improvement (paragraph 41) 	Maintain and enhance summative and formative feedback to students	On-going through the course. Specifically recorded on Assignment Feedback Sheets	All teaching staff	All students who complete the programme achieve	Curriculum managers, Vice Principal, HEI	Annual programme reviews. Student feedback
<ul style="list-style-type: none"> all higher education teaching staff are included in a weekly, three-hour scheduled time for training and professional development (paragraph 45) 	Maintain regular staff development programme for all staff teaching HE programmes	Ongoing through the academic year	All teaching staff	Recorded on staff development registers and logged with CPD unit.	Head of School and Vice Principal	Standing Agenda item for HE Forum
<ul style="list-style-type: none"> there is an attractive and informative publicity leaflet promoting higher education at the College (paragraph 48). 	Review HE leaflet annually to ensure up-to-date programme information	June 2010	Marketing and Curriculum managers	Accurate leaflet distributed for final proofing to curriculum managers	Vice Principal	Final review at HE forum

Hackney Community College action plan relating to the Summative review: April 2010						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team agreed a number of areas where the College should be advised to take action:						
<ul style="list-style-type: none"> ensure that it has a signed legal agreement with the awarding body in place for each programme before students are enrolled (paragraph 10) 	<p>Review all current legal agreements with awarding body to ensure timely revisions prior to student enrolment</p> <p>Ensure new agreements are issued by HEIs and signed by HCC</p>	<p>June 2010</p> <p>September 2010</p>	<p>Vice Principal</p> <p>Vice Principal</p>	<p>All current legal agreements up-to-date</p>	<p>Principal</p> <p>Principal</p>	<p>Reviewed all existing legal agreements by Vice principal and director of Finance and Resources</p>
<ul style="list-style-type: none"> review thoroughly each of its collaborative agreements and put in place what is necessary to ensure it is in compliance with them (paragraph 11) 	<p>Ensure understanding requirements of collaborative agreements and compliance by HCC and the HEI</p>	<p>September 2010</p>	<p>Vice Principal</p>	<p>All current collaborative agreements in place and compliance monitored by HCC and the HEI</p>	<p>Principal</p>	<p>Roles and responsibilities clearly identified</p>

Hackney Community College action plan relating to the Summative review: April 2010						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> complete actions arising from its Developmental engagement action plan in relation to the consideration of external examiner reports (paragraph 14) 	<p>Formal request to HEI for electronic copies of all External Examiners reports</p> <p>Review at HE forum and annual progress meetings with each HEI</p>	<p>September 2010</p> <p>October 2010</p>	<p>Curriculum managers/Head of Quality and Standards</p> <p>Curriculum managers/Head of Quality and Standards</p>	<p>All External Examiners Reports available on the Virtual learning Environment – HE forum</p>	<p>Vice Principal</p> <p>Vice Principal</p>	<p>Review of reports at HE forum</p>
<ul style="list-style-type: none"> consider the formalisation of the Higher Education Forum remit and constitution to include consideration of academic standards and quality of learning opportunities (paragraphs 15, 27, 29) 	<p>Amend HE forum remit to include academic standards and the quality of learning opportunities</p>	<p>October 2010</p>	<p>Vice Principal</p>	<p>Academic standards and the quality of learning opportunities are standard agenda items</p>	<p>HE forum</p>	<p>Self assessment report</p>

Hackney Community College action plan relating to the Summative review: April 2010						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> ensure that, in line with any requirements from its awarding bodies, each course has its own course committee, with a specific remit including the consideration of matters relating to academic standards and the quality of the learning experience (paragraph 16) 	<p>Review the agenda team meetings/ course committees to include academic standards and the quality of the learning opportunities</p> <p>Embed course committees within existing college course team meeting arrangements</p>	October 2010	Head of School	Improve the response required from awarding body	Vice Principal	HE self assessment Feedback from teaching staff at HE forum
<ul style="list-style-type: none"> reconsider the way in which statistical data on student achievement is presented and analysed to ensure that the College's academic standards are in accord with the requirements of its validating partners (paragraph 21) 	<p>Student enrolments, starts, attendance and achievement rates to be recorded by cohort</p>	September 2010	Heads of School	Cohort data collected and used in Self assessment.	Vice Principal	Cohort data reviewed at course committee and HE forum

Hackney Community College action plan relating to the Summative review: April 2010						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	Use statistical data analysis in self assessment reviews					
<ul style="list-style-type: none"> adopt a more evaluative approach towards the wording within annual monitoring and subsequent action plans (paragraphs 27, 29) 	<p>Re-design the Self Assessment (SAR) to reflect the core themes and codes of practice</p> <p>Use critical friend to ensure wording is more evaluative and consistent in future SARs</p>	<p>July 2010</p> <p>July 2010</p>	<p>Head of Quality and Standards</p> <p>Head of Quality and Standards</p>	<p>SAR reviewed at HE forum</p> <p>SAR reviewed at HE forum</p>	<p>Vice Principal/ Deputy Principal Curriculum & Quality</p> <p>Vice Principal/ Deputy Principal Curriculum & Quality</p>	<p>Ratified at Annual Curriculum review – November 2010</p>

Hackney Community College action plan relating to the Summative review: April 2010						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> ● review the policy for the capture of the higher education student voice and consider its inclusion as part of the wider approach towards the annual self-assessment of the provision (paragraph 32). 	<p>Student voice to be captured formally in final student satisfaction survey on the VLE.</p> <p>Student representatives invited to HE forum</p> <p>Use module evaluation feedback</p> <p>Forms to centrally capture student voice</p>	<p>July 2010</p> <p>November 2010</p>	<p>Tutors to direct students to the survey</p> <p>Vice Principal</p>	<p>Self assessment contains student voice</p>	<p>Vice Principal</p>	<p>Student responses reflected in Self assessment</p>

Hackney Community College action plan relating to the Summative review: April 2010						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team agreed the following areas where it would be desired to take action:						
<ul style="list-style-type: none"> review its policies, procedures and practices in the context of the Academic Infrastructure and disseminate that information to all staff involved in the delivery and management of the provision (paragraphs 17, 18) 	Ensure that the requirements for management of academic standards in policies and procedures through adherence to the academic infrastructure to be cascaded to all staff through the HE forum	November 2010	Head of Quality and Standards	Discussed at the HE forum	Vice Principal	Self assessment HE forum minutes
<ul style="list-style-type: none"> consider developing a programme for staff new to teaching on higher education programmes to ensure that they understand the requirements of higher education and, 	Introduce peer mentoring to staff delivering on HE programmes to ensure understanding of academic	September 2010	Staff Development Unit. Heads of School	Embedded in the induction programme for new teaching staff	Heads of School	Successful completion of Probationary period.

Hackney Community College action plan relating to the Summative review: April 2010						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
in particular, their responsibilities as internal examiners for the maintenance of academic standards (paragraph 24)	standards and their responsibility as internal examiners or 2nd markers Review and amend staff induction to include an additional module for staff teaching on HE programmes to include teaching and learning and the maintenance of academic standards					

Hackney Community College action plan relating to the Summative review: April 2010						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> develop a higher education focus towards teaching and learning, especially in the context of the planned growth in higher education (paragraph 35) 	Curriculum managers and Vice Principal to identify teaching and learning priorities for HE deliverers	September 2010	Heads of School and CPD unit	Positive comments from student surveys	Vice Principal	Share good practice at HE forum
<ul style="list-style-type: none"> monitor attendance at awarding body staff development events and ensure that all relevant staff are fully included (paragraph 43) 	Liaison with HEI to formally record HCC staff attendance at HEIs teaching and learning training	September 2010	Teaching staff	Evidenced in CPD unit of staff development activities	Vice Principal	HE forum
<ul style="list-style-type: none"> consider the further development of higher education away days, the internal exchange of good practice and develop a realistic plan for scholarly activity (paragraph 44) 	HE forum to identify teaching and learning sessions to share good practice and build into the academic year planner	November 2010	Curriculum teams through the HE forum	Sharing of good practice recorded on the VLE	Vice Principal	HE forum

Hackney Community College action plan relating to the Summative review: April 2010						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> ● signpost higher education information more clearly on the College website's home page (paragraph 48). 	<p>Review annually to ensure up-to-date programme information</p> <p>Clear signposting on home page for 19+and HE programmes with mention of HE on the 19+ homepage</p>	June 2010	Marketing, checked by curriculum managers	HE programmes visible on 19+ homepage	Vice Principal	Completed

The Quality Assurance Agency for Higher Education

Southgate House
Southgate Street
Gloucester
GL1 1UB

Tel 01452 557000
Fax 01452 557070
Email comms@qaa.ac.uk
Web www.qaa.ac.uk