



# **Integrated quality and enhancement review**

**Summative review**

**City College Norwich**

**June 2010**

**SR95**

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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 City College Norwich carried out in June 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/or completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

#### Good practice

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

- the College has a highly effective management and committee structure, underpinned and informed by the Higher Education Quality Enhancement and Support Team, which leads to a culture of continuous improvement
- the role and function of Higher Education Champions in the maintenance and enhancement of quality processes to the benefit of students and staff has effectively and substantially developed since the Developmental engagement
- there are close and effective links with local employers, which have led to the delivery of Foundation Degrees that meet local skills requirements
- the College has a constructive and cooperative relationship with its awarding partner, the University of East Anglia, as exemplified by the Annual Synoptic Report
- the College's monitoring of and responsiveness to student views and evaluations has become significantly more sustained and consistent since the Developmental engagement
- the Higher Education Tutorial Guide, which includes guidance on supporting electronic Individual Learning Plans as a way of monitoring student progress, is an example of the high-quality teaching guidance given to staff
- students appreciate and benefit from the ease of access to and helpfulness of academic and support staff
- there is a high-quality website, which is easy for students to navigate
- the Higher Education Student Handbook provides comprehensive information on College procedures and valuable advice on study methods and assessment practices.

#### 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 statistical information on progression and achievement is complete and that staff fully understand how it may be used to monitor and analyse student performance.

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

- find ways in which a higher education ethos among students could be further encouraged
- undertake a further development of the virtual learning environment to ensure consistency in information across programmes
- find a means of supplying generic information to employers on the College's expectations of them in relation to the work-based element of Foundation Degrees, plus specific information relating to relevant programmes.

## 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 City College Norwich (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 University of East Anglia and Edexcel. The review was carried out by Mr Fazal Dad, Ms Ann Kettle and Mr David Knowles (reviewers) and Dr Marion Shaw (Coordinator).

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

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

4 City College Norwich is one of the largest mixed economy colleges of further and higher education in the United Kingdom. In the early years of the twentieth century the College was charged by Norwich City Council to provide higher education for the city of Norwich and the larger Norfolk area. After working with several validating bodies in the past, the College now offers HEFCE-funded higher education programmes leading to the awards of two awarding bodies, namely the University of East Anglia and Edexcel. The range of provision is extensive, with students registered on 11 bachelor's (honours) degree programmes, 21 Foundation Degrees, eight BTEC awards in engineering, construction and civil engineering and three postgraduate programmes.

5 The College is situated on the Ipswich Road, within walking distance of the centre of Norwich. The College has a student population of around 15,000 each year, of which some 1,500 students are studying on higher education programmes funded by HEFCE. A total of 828 are full-time equivalent enrolments and 593 (364 full-time equivalent) are part-time. The College's mission statement includes commitments of relevance to higher education, namely to 'act as a catalyst in supporting economic development and regeneration in the region through working with employers to provide high-quality, relevant vocational and professional education to meet existing and future skills needs', and to 'offer the primary vocational and professional higher education provision for the region'. These commitments are embedded in the College Strategy for the Development of Higher Education 2008-09 to 2011-12, which was developed during 2007-08, revised in 2008-09 and submitted to HEFCE in February 2010.

### Partnership agreements with the awarding bodies

6 The higher education awards funded indirectly by HEFCE are listed below, beneath the awarding body and with full-time equivalent numbers of students for 2009-10:



## University of East Anglia

### Full-time programmes

- FdA Arts and Wellbeing (20)
- FdSc Business Computing (51)
- FdA Business Management (26)
- FdA Community Drama Practice (4)
- FdA Early Years (42)
- FdA Financial Services (Insurance) (2)
- FdSc Health Studies (57)
- FdA Hospitality Management (20)
- FdA Leisure and Events Management (18)
- FdA Management of Care (23)
- FdA Management of Culinary Arts (7)
- FdA Media (Moving Image and Journalism)/Interactive Media (22)
- FdA Music Practice (15)
- FdA Public Sector Management (19)
- FdA Public Services (32)
- FdA Sport, Health and Exercise (55)
- FdA Travel and Tourism Management (14)
- BA (Hons) Applied Social Work (75)
- BA (Hons) Business Computing (14)
- BSc (Hons) Business Management (all pathways) (95)
- BA (Hons) Early Childhood Studies (90)
- BA (Hons) English with Cultural Studies (31)
- BA (Hons) English and Psychology in Society (25)
- BA (Hons) Hospitality and Tourism Management (26)
- BA (Hons) Psychology in Society (21)
- BA (Hons) Music Practice (13)
- Diploma in Teaching and Learning in the Lifelong Learning Sector (9)

### Part-time programmes

- FdSc Business Computing (6)
- FdA Business Management (0.67)
- FdA Early Years (15.41)
- FdA Hospitality Management (5.86)
- FdA Management of Culinary Arts (2.07)
- FdA Sport, Health and Exercise (0.66)
- FdA Teaching Assistants (29)
- FdA Travel and Tourism Management (0.0)
- BSc (Hons) Applied Social Work (60.48)
- BSc (Hons) Business Computing (10)
- BA (Hons) Business Management (1.5)
- BA (Hons) Early Childhood Studies (24.92)
- BA (Hons) English with Cultural Studies (4.83)
- BA (Hons) English and Psychology in Society (2.5)
- BA (Hons) Hospitality, Leisure and Tourism Management (0.5)
- BA (Hons) Inclusive Practice in Education (32)
- Diploma in Teaching and Learning in the Lifelong Learning Sector (51.59)
- MA Learning and Teaching in Higher and Further Education (3.5)

### Edexcel

- HND Civil Engineering (28.81)
- HNC Construction (13.5)

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- HNC Electrical/Electronic Engineering (11.5)
- HND Electrical/Electronic Engineering (7.5)
- HNC Mechanical Engineering (14)
- HND Mechanical Engineering (4.5)
- HND Mechanical Manufacturing Engineering (2)
- HNC Mechanical Engineering Mechatronics (16).

7 City College Norwich entered into a full partnership with the University of East Anglia in 2006. Under the partnership agreement, the College became an Associate College of the University. The University offers a quality and monitoring service through its Partnerships Office, undertakes validation of degree programmes, and provides the funding channel for all HEFCE-funded higher education provision. The regulations published and operated by the College since 1992 have taken the form of the Norfolk Regulatory Framework for Undergraduate and Postgraduate Programmes. This was validated by the University of East Anglia during the transfer of awarding responsibilities in 2006. The partnership agreements and the Norfolk Regulatory Framework set out the systems and procedures for validation, delivery and review of programmes. The Norfolk Regulatory Framework is written and managed by the Higher Education Quality Enhancement and Support Team of the College, with monitoring oversight by the University.

## Recent developments in higher education at the College

8 Since joining the University as an Associate College in 2006, the College has developed new Foundation Degrees to replace most of its Edexcel/BTEC programmes. It has retained Higher National awards in Construction and Engineering, largely because employers favour them. The College has introduced a Foundation Degree, with progression to an honours degree, in Music Practice, and will launch a second articulated progression route in Sport, Health and Exercise in 2010. The College has modified existing programmes to meet employer skills needs; for example, in 2010, an FdA Media Practice and an FdA Journalism, developed with the involvement of employers, will replace the entire suite of Foundation Degrees in Media/Interactive Media. The College is exploring the use of electronic systems to increase its Foundation Degree portfolio; it plans to join the Foundation Degree Forward consortium for the launch of an online FdA in Retailing in 2011.

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

9 Students studying on higher education programmes at the College were invited to present a submission to the Summative review team. The College staff gave a representative group of students a number of questions; their answers were then typed up as the written submission and sent to the team. The team found the submission contributed substantially to the progress of the review and were able refer to it productively during the meeting with students. One of the students at the meeting had been involved in the writing of the submission and confirmed that, although guidance had been given by the College in the form of questions, the students' answers had been arrived at independently of staff involvement. Half of the students the team met knew of the existence of the submission, although not necessarily its content. No students were present 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 takes a strategic approach to the management of its higher education provision. The deliberative structure for the provision has recently been restructured and from 2009-10 consists of Senate, chaired by the Principal; a Higher Education Learning and Teaching Committee, chaired by the Deputy Principal Academic Affairs, with a direct focus on quality assurance systems and the maintenance of academic standards at school and programme level; a Validations, Awards and Regulations Committee, chaired by the Higher Education Quality Learning and Teaching Manager, which regulates all arrangements for the management framework for quality assurance; and a Higher Education Quality Monitoring Committee, chaired by the Vice Principal Curriculum and Quality, which considers school evaluative reports and action plans addressing quality assurance and operational matters. A Higher Education Development Committee, a subcommittee of the Corporation, advises the College governors on higher education matters. The Deputy Principal Academic Affairs has overarching management responsibility for higher education and is accountable to the College Principal, who reports directly on higher education matters to the Corporation. A College Management Team is responsible for operational management throughout the College. School-based development plans, which drive the development of higher education provision, are the responsibility of heads of school. Scrutiny of minutes confirms that higher education business is systematically and successfully embedded within the College committee structure and is supported by a comprehensively documented quality assurance framework. The College has a clear management structure for higher education, which is effectively implemented in all curriculum areas across the College.

11 Heads of school are ultimately responsible for the quality of all programmes within their schools, while primary responsibility for the effective management of individual programmes lies with programme managers. Programme committees are responsible for the operational management, annual monitoring and review of each programme and report to school boards. The team found good evidence to support the claim in the self-evaluation that the academic standards of the higher education programmes are clearly managed by the College in line with the requirements of the Norfolk Regulatory Framework.

12 There are clear reporting lines between committees to convey information throughout the higher education structure. The quality monitoring process is facilitated by the school Board of Studies, which provides information to heads of school to report to the Higher Education Quality Monitoring Committee on quality outcomes. Where required, improvement strategies are identified and monitored each term. All action plans are monitored closely, in line with the College Quality Framework, to secure improvements. These are closely monitored both centrally by the Deputy Principal and the Higher Education Learning and Teaching Committee, as well as at school level. Issues arising are acted on through a well-established system of review meetings and reporting mechanisms. At programme level, in addition to annual monitoring reports required by the University partner, the College's quality framework ensures a comprehensive structure of continuous monitoring. Self Assessment Monitoring meetings are held each term. Actions and updates from the quality improvement action plan are reviewed by the Deputy Principal.

13 The Higher Education Learning and Teaching Committee, which includes heads of school and the President of the Students' Union, takes an overall operational view of the

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management of quality assurance of the higher education programmes, systems and practices. The committee is also a forum for discussing a range of higher education issues and developments. It considers, for example, the annual monitoring reports, external examiners' reports, outcomes of examination boards, issues arising from audit, and issues that students may bring to a College forum. In addition, the seven College schools are supported by various cross-college units and functions, including information technology services, student services and, for higher education affairs, the Higher Education Quality Enhancement and Support Team.

14 This team provides support for the committee and operational management structures. It consists of a Higher Education Quality Learning and Teaching Manager, a Higher Education Quality and Standards Officer and a Higher Education Quality Systems Administrator. It is responsible for the oversight of the College's higher education overarching quality assurance processes, systems and procedures and, among other things, for the support of schools in carrying out quality assurance procedures and for liaising with managers of internal support services to ensure support of the College's higher education systems and students. It has been effectively developed as part of the action plan following the Developmental engagement and is central to the continuing quality assurance and enhancement of higher education provision in the College. The team considers that the College's highly effective management and committee structure, underpinned and informed by the Higher Education Quality Enhancement and Support Team, which leads to a culture of continuous improvement, is an area of good practice.

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

15 The Academic Infrastructure has been systematically embedded within the Norfolk Regulatory Framework for undergraduate and taught postgraduate programmes, and consistently implemented in College processes. For example, the precepts of the *Code of practice for the assurance of academic quality and standards in higher education, Section 6: Assessment of students* are given in full in the Norfolk Regulatory Framework. College procedures have all been written to be consistent with the *Code of practice*. It was noted in the report of the University of East Anglia's 2008 Institutional Review (see paragraph 24) that the Academic Infrastructure was central to the course validation process in the College and that programme teams made reference to the *Foundation degree qualification benchmark* and subject benchmark statements. Validation procedures require the production of programme specifications that refer to subject benchmark statements, the *Foundation Degree qualification benchmark* where appropriate, and FHEQ level descriptors.

16 The understanding and use of the Academic Infrastructure is widespread in the College and is, for example, referred to in all programme validations and revalidations and policy documentation. Specific reference is made to elements of the Academic Infrastructure in the Higher Education Student Handbook. The Tutor's Guide to Assessment, produced by the Higher Education Quality Enhancement and Support Team, contains a detailed explanation of the components of the Academic Infrastructure. In addition, the College and its awarding bodies provide ongoing staff development events for updating current knowledge of the Academic Infrastructure.

17 There is clear evidence in the validation documents for the Foundation Degree programmes that they are aligned to the *Foundation Degree qualification benchmark*. For example, there is direct involvement of employers at validation and through the design, delivery and assessment of work-related experiences. The College has a productive relationship with higher education employers to ensure all Foundation Degrees have a direct contribution from them. The employer input enhances the delivery, assessment and achievement of work-related skills, and overall academic standards. For further comment on employer engagement, see paragraph 23.

## **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?**

18 The College's arrangements with its awarding bodies are closely based on the relevant partnership agreements. The Validation, Awards and Regulation Committee manages all awarding body regulatory requirements, including compliance with the validation of all awards. There are effective working relationships between the College and its awarding bodies that facilitate the development of a shared understanding of partner responsibilities. The Norfolk Regulatory Framework provides clear guidance to staff and students, which enables the College to manage effectively the arrangements with the two awarding bodies. Furthermore, link advisers from the University of East Anglia meet regularly with College staff to provide ongoing support. See paragraph 7 for information on the Norfolk Regulatory Framework and paragraph 24 for further comment on the relationship between the College and the University.

19 The awarding bodies approve all external examiners to assure themselves of the academic standards at programme level within the College. The College has effective and rigorous systems in place to ensure that these reports are responded to and acted on. The Higher Education Learning and Teaching Committee and Joint Board of Studies monitor the reports and responses to ensure all have been received and distributed as appropriate and in line with awarding bodies' requirements. The College Higher Education Quality Learning and Teaching Manager and heads of school read all external examiners' reports to inform quality improvement activities. Programme managers have responsibility for liaising with their external examiners, nominating new ones as required, responding to reports and to the Joint Board of Studies. Individual programme reports are reviewed as part of annual monitoring processes by the Higher Education Learning and Teaching Committee, at which University representatives are present. External examiner reports contribute to the College's own self-evaluation process by identifying good practice or areas for improvement. From the team's perusal of data and discussions with staff, however, it became apparent that schools are awaiting data from the College's statistical development team and that higher education data analysis is under developed. There is incomplete data on higher education progression and achievement available to and from schools and this is hindering annual monitoring at school level and cohort analysis and benchmarking at institutional level. The College is aware of this and understands that it needs to find a more reliable and timely mechanism for providing this information for staff. A staff development session on how to understand and interpret data was held during a Learning Week in December 2009. The team considers it advisable for the College to ensure that statistical information on progression and achievement is complete and that staff fully understand how it may be used to monitor and analyse student performance.

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

20 The College's recruitment processes ensure that staff are appropriately qualified and experienced to teach higher education programmes. Awarding body partners are notified upon appointment of a new member of staff and the staff curriculum vitae is sent for approval to the University link tutor or nominated person. The College's annual programme of continuing professional development activities embraces internal and external staff developmental events. The College has comprehensive policies for staff induction, mentoring, staff development and appraisal. While these policies are wider in remit than higher education alone, the College addresses the different requirements of higher education staff by providing appropriate staff development opportunities. The College actively encourages staff to become engaged in research opportunities at the University of East Anglia, from which several successful projects have resulted. Staff development needs are identified through a variety of means, including the appraisal system and observation of

teaching and learning, the higher education Learning Days, forum meetings for higher education programme managers and University annual monitoring reports. There is a clear College policy on scholarly activity. Evidence of effective and developmental scholarly activities through research at postgraduate degree level, together with a developing body of published material, indicates a positive higher education culture across the College.

21 Learning Days are a valuable forum for bringing together staff from a wide variety of disciplines to share good practice ideas. The College runs structured staff development days throughout the year and workshops are included that have a specific higher education focus. Heads of school liaise directly with link tutors to organise programme-specific sessions as required. Staff development activities and feedback are monitored centrally by the Centre for Continuing Professional Development and recorded on each member of staff's individual record.

**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?**

22 For comments on the management and reporting structure, see paragraphs 10 to 14. Higher Education Champions (HE Champions) were introduced in 2007 to 'provide a crucial link across and between the academic communities in the schools and the Senior Leadership Team through the Higher Education Quality Learning and Teaching Manager'. The key roles of the HE Champions are to facilitate the sharing of good practice, the effective use of higher education expertise in teaching and learning and the consistent application of the College's higher education policies and procedures. Following a recommendation in the Developmental engagement report, funding was continued for the appointment of HE Champions in all schools delivering higher education and the role of HE Champion was clarified and extended to include enhanced responsibility for auditing and monitoring quality assurance processes. They are also responsible for the dissemination of information about the Academic Infrastructure throughout the College. An example of their recent work is the production of a comprehensive Higher Education Tutorial Guide. The role and function of Higher Education Champions in the maintenance and enhancement of quality processes to the benefit of students and staff has effectively and substantially developed since the Developmental engagement and is identified as an area of good practice.

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

23 Prospective students are told that, while the University of East Anglia is ultimately responsible for the quality of the degree awards, the College has total responsibility for the day-to-day management of their delivery, assessment and quality assurance. Under the Memorandum of Agreement the College is responsible for the teaching of programmes validated by the University in accordance with programme specifications and for the appointment and administration of programme committees for the management, annual monitoring and review of each validated programme. The College is also responsible for the appointment of suitably qualified teaching staff, for the provision of library resources, and for the provision of a student support infrastructure.



24 Representatives from the University confirmed that the College has fulfilled its obligations to the University in a highly satisfactory manner. In 2008 the University carried out an Institutional Review of the College and recommended that the institutional agreement with the College should be renewed for a further five years, subject to various requirements and recommendations. An accompanying evaluative report on the operation of the partnership noted that the College had worked effectively with local employers and had designed and delivered a number of Foundation Degrees that met local skills requirements. In a meeting with local employers the team heard examples of employer involvement in the development and validation of programmes and in their delivery and assessment. Employers were enthusiastic about their engagement with students, for example, in the production of a leaflet for Assistant Practitioners for the Norfolk and Norwich Hospitals Trust, with the Norwich Society in the development of businesses in the Riverside area, and in making a film, 'Active Norfolk', with the police. The close and effective links between the College and local employers, which have led to the delivery of Foundation Degrees that meet local skills requirements, are identified as an area of good practice.

25 In order to demonstrate that it has continued effectively to discharge its obligations under the partnership agreement, the College provides the University with an Annual Synoptic Report on higher education programmes validated by the University, which includes a review of the quality of learning opportunities. This was initiated by a previous awarding body in 1992 but is regularly updated by the Higher Education Quality Learning and Teaching Manager and is a detailed and reflective monitoring document, of use to the College as well as the University. The 2008-09 Annual Synoptic Report noted the action taken to address issues - identified by the College from a variety of sources - including the quality and timeliness of feedback; the consistent implementation of quality assurance procedures; the introduction of a tutorial framework; the encouragement of scholarly activity; and the implementation of new core modules for Foundation Degrees. The College's constructive and cooperative relationship with its awarding partner, the University of East Anglia, as exemplified by the Annual Synoptic Report, is an area of good practice.

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

26 For comment on the Academic Infrastructure, see paragraph 15.

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

27 The centre of the College's Quality Framework is a Quality Improvement Plan, held within a Quality Framework Database and regularly updated. Annual monitoring reports are produced for each programme and are reviewed at meetings chaired by the Higher Education Quality Learning and Teaching Manager. Finalised annual monitoring reports are considered at a meeting of the Joint Board of Study. Throughout, the Higher Education Quality Enhancement Support Team, with its responsibility for quality assurance processes, systems and procedures, is a strong coordinating force. In 2009-10 a new stage was added with an all-day meeting of the Higher Education Quality Monitoring Committee, during which heads of school were examined on their higher education quality improvement plans. As part of this enhanced process a quality audit checklist has been produced for use by heads of school. In all respects, the College assures itself that the quality of teaching and learning is maintained and enhanced.

28 Among the key issues identified by the audit process has been the consistency, quality and timeliness of feedback to students on assessment. The Developmental engagement report, although identifying several features of good practice in the area of assessment, made recommendations concerning greater consistency both in internal verification and assessment of student work and assessment feedback. In response to these recommendations and to student concerns about the quality and timeliness of feedback, a

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Tutor's Guide to Assessment, providing detailed guidelines on assessment policies and procedures, has been developed by the Higher Education Quality Enhancement and Support Team. In addition, the HE Champions have been given the role of supporting the monitoring function within their schools in order to ensure standardisation of the quality and timeliness of assessment feedback across the higher education provision in the College. According to the student written submission and to students met by the review team, the quality and timeliness of feedback on assessments has considerably improved as a result of these measures.

29 During the 2008 Institutional Review heads of school were asked about the blending of levels of teaching in a mixed-economy college and replied that the vocational aspect of further education teaching informed and enriched their higher education teaching and that the different nature of the level descriptors made the step change between further and higher education clear to both staff and students. Academic staff confirmed that training was offered in teaching at the appropriate level, and 'Talent Champions' have been appointed to work with groups or individuals to share good practice. The College monitors teaching standards by means of observations carried out by the Quality Improvement Directorate. The College supports the enhancement of teaching quality by means of a Teaching Quality Enhancement Fund administered by the Higher Education Quality Learning and Teaching Manager. Evidence was provided of activities that had been funded, such as attendance at a conference at Oxford Brookes University on new methods to encourage independent learning. Both the student written submission and students met by the review team expressed satisfaction with the high standard of teaching on their programmes.

30 The College is committed to listening to the 'student voice' in all aspects of the student experience, with particular emphasis on the enhancement of quality of teaching, learning and assessment. Systems for monitoring and responding to student evaluations have been formalised since the Developmental engagement. Students evaluate all modules on completion and some programmes undertake mid-module evaluations. Final year students complete the National Student Survey and there is also an internal Higher Education Student Satisfaction Survey for non-final-year students. The returns of both surveys are analysed by schools and sent to heads of school for comment. There are student representatives, trained by the Students' Union, on programme committees, school boards, the Student Parliament, the Higher Education Learning and Teaching Committee, the Higher Education Quality Monitoring Committee, Senate and the Joint Board of Studies. There is a higher education representative on the executive of the Students' Union and the president of the Students' Union has ready access to senior managers. A Higher Education Student Forum meets three or four times a year and is chaired by a student, with administrative support from the Higher Education Quality and Enhancement Support Team. The minutes of Forum meetings are reported in summary to the Higher Education Learning and Teaching Committee, which takes immediate action wherever appropriate on the issues raised. The review team was told of how feedback from students had led to changes in the curriculum, to improvements in the delivery of support services, and to innovative teaching methods and assessment practices. For example, students in the FdSc Health Studies had designed assessments for their modules, with approval from the external examiner, and had made a film to demonstrate the learning impact this had provided. The College's monitoring of and responsiveness to student views and evaluations has become significantly more sustained and consistent since the Developmental engagement and is identified as an area of good practice.

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

31 The College has recently established a tutorial framework to provide academic and pastoral support for higher education students. Additional resources have been provided to fund an annual tutorial entitlement of three hours per full-time equivalent student, allocated and managed by the heads of school in consultation with programme managers and course teams. The HE Champions have developed a comprehensive Higher Education Tutorial



Guide. The guide clearly explains the role of the tutor in supporting and motivating students: it gives guidance on good tutorial practice and provides useful documentation for both tutors and tutees. In particular, guidance is given on supporting electronic Individual Learning Plans, a way of monitoring student progress and encouraging them to review and plan their work. The Higher Education Tutorial Guide, which includes guidance on supporting electronic Individual Learning Plans as a way of monitoring student progress, is an example of the high-quality teaching guidance given to staff by the College and constitutes an area of good practice.

32 Electronic Individual Learning Plans, which were identified as an area of good practice in the Developmental engagement report, have now been introduced for use on all programmes and are generally favourably received by students. They are audited by heads of school and programme managers for currency.

33 Student Services offers a range of advice and guidance in the Advice Shop, a one-stop-shop approach adopted following suggestions from students. As well as organising the submission of assignments, the Advice Shop offers students advice on finance, accommodation and careers, with a link to counselling services if required. Specialist advisers are available to help students with learning difficulties, such as dyslexia. Students appreciate and benefit from the ease of access to and helpfulness of academic and support staff, which is an area of good practice. In addition to support from staff, the Students' Union has a dedicated Higher Education Officer and provides a range of advice and support services.

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

34 Academic staff new to higher education teaching are given training sessions with mentors. Continuing professional development is mandatory for full-time staff; staff development needs are assessed through an appraisal system, and identified needs determine the events organised for higher education Learning Days during the College's Learning Weeks. One of the roles of the HE Champions is to facilitate the effective use of higher education expertise in teaching and scholarly activity, and the HE Champions have initiated staff development activity. Academic staff are allowed an allocation of five hours per module to support scholarly activity, as defined by the College. See paragraph 29 for comment on funding for staff development.

### **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?**

35 The College supports a substantial range of learning resources for the benefit of higher education students. Networked computers are provided in several open-access areas and discipline-specific software and equipment is available. The Information Store, under the direction of Student Services, contains a substantial collection of textbooks, journals, periodicals and access to online resources, and produces a useful leaflet with support staff contact details, including one-to-one support with a learning facilitator. Students met by the review team praised the work of a team of learning resource advisers, attached to individual schools, who have particular responsibilities for supporting higher education students. Difficulties in accessing the virtual learning environment from off-campus locations have been resolved and students who met the review team expressed appreciation of the resources available on the virtual learning environment. Higher education students have access to the University of East Anglia's electronic and library resources, although there were suggestions from the students that these resources could be more widely publicised.

36 The College is aware of the need to foster a higher education ethos, and the provision of learning and recreational spaces for the use of adult students, especially those on higher education programmes, is recognised as a high priority in plans for refurbishment and updating of the College's estate. Currently, one room equipped with 24 workstations and a printer is reserved for the use of higher education students for only two hours a day. It was noted in the student written submission that most activities within the College were focused on the further education community and students met by the review team expressed a wish for separate, silent learning spaces and a common room where they could meet and socialise. Although staff told the review team of their attempts to foster a higher education culture by such means as study trips and visiting lecturers, it would be desirable for the College to consider ways in which a higher education ethos among students could be further encouraged.

**The team concludes that it has confidence in the College's management of its responsibilities for the quality of the learning opportunities, as required by the awarding bodies, to enable students to achieve the intended learning outcomes.**

### **Core theme 3: Public information**

#### **What information is the College responsible for publishing about its HEFCE-funded higher education?**

37 The College is responsible for publishing information relating to its total higher education provision. A range of information is available for potential students and their employers. The College website has recently been updated to enhance its appearance and content. This includes a separate section for individuals wishing to access information on higher education programmes. There are clear links to information on each programme, which includes an introductory overview, information on programme attendance and duration, entry requirements, arrangements for assessment and learning, and opportunities for academic and career progression. Individual fact sheets for each programme can be printed on demand from the website. The higher education section of the website also includes useful information on student fees and financial assistance. Students and employers find the website very straightforward to navigate and can easily access and download information. The College's high-quality website, which is easy for students to navigate, is an area of good practice. The College also encourages the use of social networking sites to help integrate students into College life, and which students can access for information and to engage in dialogue on College-related issues.

38 The College also produces a Higher Skills Directory, which contains information on full and part-time higher education programmes in hard copy. This includes additional information on the benefits of following higher education programmes at the College and in the City of Norwich, the range of support available for students, and programme-specific information similar to that on the College website. Individual programme fact sheets are also available for potential students in hard copy. The Directory is a valuable, user-friendly pre-enrolment guide, which provides potential students with a concise overview of the content and assessment arrangements for each higher education programme. For a small number of programmes, however, there is some lack of clarity about the duration and mode of study.

39 After enrolment students receive a range of useful information available during induction, including the Higher Education Student Handbook, which contains much valuable information on assessment, learning and personal support and procedures relating to appeals, plagiarism and mitigating circumstances. The Handbook also contains important information on how to write effective and informative reports in an appropriate style, how to prepare for and give high-quality presentations and how to use Harvard-style referencing. The students find this guidance particularly valuable and confirmed that this has made a

significant contribution to the success they have had in completing module assessments. As an indexed arch-file, programme information and other documents can be added to it, thus providing an important reference resource for the student. The Handbook also contains clear and concise information on the Norfolk Regulatory Framework. The Higher Education Student Handbook provides comprehensive information on College procedures and valuable advice on study methods and assessment practices and is an area of good practice.

40 Students can also access programme and module handbooks from the College's virtual learning environment. This contains useful information on each individual module, including aims and learning outcomes, assessment guidance, a course calendar and suggested learning resources. There have also been significant improvements in the accessibility of the learning environment for students since the Developmental engagement. All students can now access the facility from home and download course materials such as assignment briefs, handouts and PowerPoint slides. The majority of teaching staff have received specific training on the use of the virtual learning environment and, as a result, there has been an improvement in the quality and reliability of materials uploaded on to it. There remain some inconsistencies, however, in, for example, the format and location of some programme information, such as the module handbooks and some assignment briefs. The College is aware of these inconsistencies and intends to develop the site further. It would be desirable for the College to undertake a further development of the virtual learning environment to ensure consistency in information across programmes.

41 Employers find much of the information provided by the College to be clear and concise. The College's Mentor's Guide is seen as particularly useful by employers from the health and social care sector. However, all employers would gain further benefit from a source of information for employers covering, for example, the College's expectations of employers in relation to the work-based element of Foundation Degrees and the respective duties and responsibilities of the students, their employers and the College. Employers would welcome information designed to give this generic information, followed by programme-specific information, such as the relevant modules covered by the students, the related learning outcomes and assessment arrangements. It would be desirable for the College to find a means of supplying generic information to employers on the College's expectations of them in relation to the work-based element of Foundation Degrees, plus specific information relating to relevant programmes.

**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?**

42 The College is responsible for the completeness and accuracy of published information. In the case of external information, such as the contents of the College website and the Higher Skills Directory, the task is delegated to programme managers and their teams. Each school is asked to review and update the information on its higher education provision on an annual basis. New information is presented using a standard template supplied by the College's Higher Education Quality Enhancement and Support Team. The programme team produces the relevant information, which is then checked by the programme manager. Ultimate responsibility for the accuracy of the information produced for each programme then lies with the Head of School. In addition, the Higher Education Quality Enhancement and Support Team and the external marketing consultants, who produce the final published copy, liaise and carry out a final check on the accuracy and consistency of presentation of the information. All relevant materials published in respect of the University's validated programmes are systematically monitored by officers of the University Partnerships Office.

43 The contents of internal documentation, such as the programme and module handbooks, are reviewed and, where appropriate, updated by the relevant programme team.

The amended handbooks are then checked for accuracy and completeness by the relevant programme manager, in conjunction with the Higher Education Quality Learning and Teaching Manager. These documents are also subject to an annual internal audit by the HE Champions and to annual monitoring from officers of the University's Partnerships Office. The contents of the Higher Education Student Handbook are the responsibility of the Higher Education Quality Learning and Teaching Manager, with any updates being agreed with the University of East Anglia. The presentation of programme documentation, such as assignment briefs, assignment front sheets, assessment and internal verification forms, is consistent across the provision. There is, therefore, a comprehensive range of processes for checking and monitoring the accuracy and completeness of all public information produced by the College. The effectiveness of such arrangements is measured through internal audit, systematic monitoring by the University and the College's Higher Education Quality Enhancement and Support Team.

44 Students are consulted on a regular basis about the content and appropriateness of the external and internal documentation. This is done through discussions at the termly Higher Education Student Forum meetings, the student parliament and through the system of student evaluations. Any issues relating to, for example, the materials on the virtual learning environment or the Student Handbook are then taken to the Higher Education Quality Learning and Teaching Manager and the relevant HE Champions for discussion. Feedback from students indicates that there are high levels of satisfaction with the overall provision of information and with the College's responsiveness to their views.

**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**

45 The Developmental engagement took place on 10 and 11 June 2009. The lines of enquiry were as follows:

**Line of enquiry 1:** assessment processes and procedures are effective and consistently implemented.

**Line of enquiry 2:** assessment methods and feedback are appropriate in the context of academic standards, academic level, and Section 6 of the *Code of practice for the assurance of academic quality and standards in higher education*.

**Line of enquiry 3:** the availability and adequacy of student information about assessment is sufficient to promote and enable students' learning and achievement.

46 The scope of the engagement comprised the following programmes:

### **Awarding body the University of East Anglia**

- BA (Hons) Applied Social Work
- BSc (Hons) Business Computing
- BA (Hons) Business Management
- BA (Hons) Business Management (Accounting and Finance)
- BA (Hons) Business Management (Human Resource Management)
- BA (Hons) Early Childhood Studies
- BA (Hons) English and Psychology in Society
- BA (Hons) English with Cultural Studies
- BA (Hons) Hospitality, Tourism and Leisure Management

- BA (Hons) Popular Music Practice
- BA (Hons) Inclusive Practice in Education
- BA (Hons) Post Compulsory Education
- BA (Hons) Psychology in Society
- FdA Arts and Wellbeing
- FdSc Business Computing
- FdA Business Management
- FdA Community Drama Practice
- FdA Early Years
- FdA Financial Services - Insurance
- FdA Financial Services - Retail
- FdA Health and Social Care (running out)
- FdSc Health Studies
- FdA Hospitality Management
- FdA Interactive Media (Motion Graphics)
- FdA Learning Support Practitioners
- FdA Leisure and Events Management
- FdA Licensed Retail Management
- FdA Management of Care
- FdA Management of Culinary Arts
- FdA Media (Moving Image and Journalism)
- FdA Music Practice
- FdA Performing Arts (to be replaced September 2009)
- FdA Public Sector Management
- FdA Public Services
- FdA Sport, Health and Exercise
- FdA Teaching Assistants
- FdA Travel and Tourism Management
- Diploma In Teaching and Learning in the Lifelong Learning Sector
- MA Learning and Teaching (Adult, Further and Higher Education)
- Postgraduate Certificate in Management
- Postgraduate Diploma in Management Studies

#### **Awarding body Edexcel**

- HNC/D Engineering
- HNC/D Construction
- HNC/D Electrical Engineering (Electronics)
- HNC/D Mechanical Engineering
- HNC/D Aviation Hospitality and Tourism.

47 Good practice fell into three areas. A comprehensive management structure, articulated in the Norfolk Regulatory Framework, ensured academic standards and the status of higher education in the College. Good relations with the University of East Anglia and the appointment of HE Champions to maintain and enhance standards were also factors in the effective provision of higher education. The second area of good practice related to assessment processes, which were innovative, varied and secured by robust verification procedures. The third area concerned support for students throughout their assessment journey, including tutorial support, good learning resources, and flexibility of access for part-time students and those off campus on work placements. The Higher Education Student Handbook and the electronic Individual Learning Plans for students were also considered as good practice.

48 There were no essential recommendations, but the College was advised to ensure greater consistency across the provision in moderation documentation for assignment briefs and also in assessment feedback, particularly with regard to timeliness and presentation. It

was recommended as desirable that the monitoring role of the HE Champions should be developed, particularly with regard to the dissemination of good practice. Additionally, it was recommended as desirable that the virtual learning environment should be made more easily accessible to off-campus students and that it should be regularly updated. The College has responded vigorously to the good practice, in promulgating it across the provision where appropriate (for example, in establishing HE Champions in all schools), and to the recommendations by tightening up on feedback procedures, ensuring moderation documentation is consistent across programmes and improving the accessibility of the virtual learning environment.

## D Foundation Degrees

49 The College offers 21 Foundation Degrees, of which 17 are delivered in full-time and eight in part-time mode. This constitutes almost half of the College's overall higher education provision. Since becoming an Associate College of the University of East Anglia in 2006 the College has developed new Foundation Degrees to replace most of its Edexcel/BTEC programmes. It has done so to reflect the changing nature of employment and economic activity in Norwich, Norfolk and the wider East Anglian region, and in response to the requirements of local employers in the insurance and financial services, hospitality and tourism industry, health and early years care professions, and media production. The College has recently introduced a Foundation Degree, with progression to an honours degree, in Music Practice, and will launch a second articulated progression route in Sport, Health and Exercise in 2010. The College has modified existing programmes to meet employer skills needs; for example, in 2010 an FdA Media Practice and an FdA Journalism, developed with the involvement of employers, will replace the entire suite of Foundation Degrees in Media/Interactive Media. The College is exploring the use of electronic systems to further its Foundation Degree portfolio: it plans to join the Foundation Degree Forward consortium for the launch of an online FdA in Retailing in 2011. The College is developing technological aids to facilitate Foundation Degree provision, such as the online processing of student assignments, including the embedding of audio as well as text-based feedback.

50 The team was impressed by the College's strong management and committee structure, and by its constructive and cooperative relationship with its awarding body, the University of East Anglia, which has encouraged the College in its Foundation Degree aspirations. Students studying on Foundation Degrees are excellently supported by well-qualified, helpful staff, and by a range of high-quality learning resources, including a website which can be accessed by students off campus. Written guidance is also comprehensive, accurate and greatly valued by students. A notable feature of the provision is the enthusiastic engagement of employers in the design and running of programmes; the team met a group of employers who expressed their commitment to Foundation Degrees and to the wellbeing and successful learning experiences of students on placements.

51 All good practice and recommendations listed below are relevant to Foundation Degrees.

## E Conclusions and summary of judgements

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

- the College has a highly effective management and committee structure, underpinned and informed by the Higher Education Quality Enhancement and Support Team, which leads to a culture of continuous improvement (paragraphs 10, 12, 13, 14)

- the role and function of Higher Education Champions in the maintenance and enhancement of quality processes to the benefit of students and staff has effectively and substantially developed since the Developmental engagement (paragraph 22)
- there are close and effective links with local employers, which have led to the delivery of Foundation Degrees that meet local skills requirements (paragraph 24)
- the College has a constructive and cooperative relationship with its awarding partner, the University of East Anglia, as exemplified by the Annual Synoptic Report (paragraph 25)
- the College's monitoring of and responsiveness to student views and evaluations has become significantly more sustained and consistent since the Developmental engagement (paragraph 30)
- the Higher Education Tutorial Guide, which includes guidance on supporting electronic Individual Learning Plans as a way of monitoring student progress, is an example of the high-quality teaching guidance given to staff (paragraph 31)
- students appreciate and benefit from the ease of access to and helpfulness of academic and support staff (paragraph 33)
- There is a high-quality website, which is easy for students to navigate (paragraph 37)
- The Higher Education Student Handbook provides comprehensive information on College procedures and valuable advice on study methods and assessment practices (paragraph 39).

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

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

- ensure that statistical information on progression and achievement is complete and that staff fully understand how it may be used to monitor and analyse student performance (paragraph 19).

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

- consider ways in which a higher education ethos among students could be further encouraged (paragraph 36)
- undertake a further development of the virtual learning environment to ensure consistency in information across programmes (paragraph 40)
- find a means of supplying generic information to employers on the College's expectations of them in relation to the work-based element of Foundation Degrees, plus specific information relating to relevant programmes (paragraph 41).

54 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.

55 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.

## Integrated quality and enhancement review

56 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.



City College Norwich action plan relating to the Summative review: June 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 <b>good practice</b> that are worthy of wider dissemination within the College:						
<ul style="list-style-type: none"> <li>the College has a highly effective management and committee structure, underpinned and informed by the Higher Education Quality Enhancement and Support Team, which leads to a culture of continuous improvement (paragraphs 10, 12, 13, 14)</li> </ul>	<p>The functions of the Higher Education Quality Enhancement and Support Team (HEQUEST) have now been allocated to a larger team incorporating a dedicated secretary to the Head of HE (HoHE)</p> <p>The committee structure will continue to operate</p> <p>Heads of School (HoS) and HE Champions will work closely together to sustain the culture of continuous improvement</p>	<p>First stages in place by 30 September</p> <p>Completion by December 2010</p>	Senior Leadership Team (SLT) & HoHE	<p>Roles and functions reallocated</p> <p>Staff trained</p> <p>Lines of reporting and responsibility established</p> <p>Secretary to HoHE in post</p> <p>All processes and procedures fully in place and operational</p>	Principal	<p>HE Learning &amp; Teaching Committee (HELTC)</p> <p>Joint Board of Studies (JBoS)</p>

<ul style="list-style-type: none"> <li>the role and function of Higher Education Champions in the maintenance and enhancement of quality processes to the benefit of students and staff has effectively and substantially developed since the Developmental engagement (paragraph 22)</li> </ul>	Allocate resources to all schools delivering HE for the appointment of HE Champion(s) in 2010/11	31 August 2010	HoHE Vice Principal Curriculum, Quality and Student Services (VP CQSS)	HE Champions identified and appointed to role	HELTC 1st meeting	Report to HELTC
	Publish schedule of meetings for HE Champions	31 August 2010	HoHE	Schedule published	HELTC 1st meeting	Report to HELTC
	Regular meetings of HE Champions with HoHE to continue	Throughout	HoHE	Meetings minuted	HELTC meetings	Dissemination of good practice at HE Champions' meetings
	HE Champions to support HoS and carry out regular monitoring review and evaluation in own and other schools	Twice per semester	HoS	Comments from external examiners Improved student and employer feedback	Annual monitoring reports for 2009/10 to HEQMC November 2010	Report to HELTC
	Continuing review and improvement of quality systems and operational protocols	Ongoing development with periodic reporting	HoHE	Continuing improvement in operation of established and developing quality systems	Periodic reporting to HELTC	Final report to Governors' Higher Education Development Committee

<ul style="list-style-type: none"> <li>there are close and effective links with local employers, which have led to the delivery of Foundation Degrees that meet local skills requirements (paragraph 24)</li> </ul>	Continue to involve employers in programme development and review	Throughout	Programme managers/HoS	Employers contribute to design, development, delivery and review of HE programmes	HoS, HoHE	Annual Monitoring Reports (AMRs), HE Quality Monitoring Committee (HEQMC)
	Identify key employers supporting programmes	30 September 2010	Programme managers/HoS	Effective mentoring arrangements and communications in place	HoS, HE Champions	School Board
	Produce schedule of planned employer engagements	30 September 2010	Programme managers/HoS	Increasing number of employers	HoS, HE Champions	School Board
<ul style="list-style-type: none"> <li>the College has a constructive and cooperative relationship with its awarding partner, the University of East Anglia, as exemplified by the Annual Synoptic Report (paragraph 25)</li> </ul>	Continue effective communication with the Partnerships Office		HoHE/University of East Anglia (UEA) Partnerships Office (PO)	Continuing good rapport	VP CQSS (all actions)	HE Annual Synoptic Report
	To include: <ul style="list-style-type: none"> <li>agree and publish dates of collaborative/joint meetings;</li> </ul>	10 September	HoHE/UEA PO	Dates agreed and published	HELTC	HELTC
	<ul style="list-style-type: none"> <li>agree and publish schedules for Assessment Boards (2010/11);</li> <li>agree and publish schedules for validation and revalidation events</li> </ul>	10 September	HoHE/UEA PO	Link tutors and programme teams informed	HELTC	HELTC
		10 September	HoHE/UEA PO	Effective communication in place	HELTC	HELTC

<ul style="list-style-type: none"> <li>the College's monitoring of and responsiveness to student views and evaluations has become significantly more sustained and consistent since the Developmental engagement (paragraph 30)</li> </ul>	Analyse and publish outcomes of National Student Survey (NSS) 2010	31 August 2010	HoHE, Statistical Development, Research Centre	Action plans from course teams	VP CQSS	HELTC, School Boards
	Analyse and publish results of College Student Satisfaction Survey	22 October 2010	HoHE, Statistical Development, Research Centre	Action plans from course teams	HoHE/ VP CQSS	HELTC, School Boards
	Review and update module evaluation forms	December 2010	HE Champions, HEQLTM	Revised evaluation form(s)	HoHE	HE Champions' meeting
<ul style="list-style-type: none"> <li>the Higher Education Tutorial Guide, which includes guidance on supporting electronic Individual Learning Plans as a way of monitoring student progress, is an example of the high-quality teaching guidance given to staff (paragraph 31)</li> </ul>	Review and update for 2010/11	13 September 2010	HE Champions	Tutorial guide revised and published by target date	VP CQSS	HELTC, School Board, HE Student Forum
	Publish and distribute	30 September 2010	HoHE			
<ul style="list-style-type: none"> <li>students appreciate and benefit from the ease of access to and helpfulness of academic and support staff (paragraph 33)</li> </ul>	Allocate tutorial hours to Course Planning File	31 Aug	Deputy Principal	Tutorial allocations made	Principal	HELTC
	Students informed of available support mechanisms	Induction/1st week of teaching (continuing students)	HoS, Programme managers	Students continue to receive effective and accessible support	VP CQSS	HELTC, HE Student Forum, School Boards

<ul style="list-style-type: none"> <li>there is a high quality Website, which is easy for students to navigate (paragraph 37)</li> </ul>	Monitor and update website to ensure continuing accuracy, accessibility and functionality	Review with periodic reporting	Programme managers, HoS, HoHE and Head of New Media	No complaints about website	HoHE	HELTC, HE Student Forum
<ul style="list-style-type: none"> <li>the Higher Education Student Handbook provides comprehensive information on College procedures and valuable advice on study methods and assessment practices (paragraph 39).</li> </ul>	Review and update HE Student Handbook  Publish and distribute to all new students during induction	31 Aug 2010  Induction week 2010	HoHE  HoS	Update produced  Handbook distributed to all new starters in induction week	VP CQSS (all actions)  VP CQSS, HoHE	HELTC and HE Student Forum  Student feedback
<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 agreed one area where the College should be <b>advised</b> to take action:						
<ul style="list-style-type: none"> <li>ensure that statistical information on progression and achievement is complete and that staff fully understand how it may be used to monitor and analyse student performance (paragraph 19).</li> </ul>	A fundamental review of HE data collection management and analysis processes  Implementation of recommendations of review group  Design, develop and	5 November 2010  31 January 2011  Learning Week	Working group to be convened by HEQLTM  Various under supervision of VP and HoHE  HoHE to lead	Procedures in place to guarantee data integrity and functionality of report production  Fully working system to measure all aspects of performance  Programme	Deputy Principal  Deputy Principal  VP, HoHE,	HELTC, JBoS  HELTC, JBoS  Annual monitoring

	implement staff workshops on data interpretation	December 2010		managers and course leaders understand apply and interpret new reports	Director of Planning, Funding & Admissions	report meetings, HEQMC and HELTC
<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 agreed the following areas where it would be <b>desirable</b> to take action:						
<ul style="list-style-type: none"> <li>consider ways in which a higher education ethos among students could be further encouraged (paragraph 36)</li> </ul>	Develop Learning Zone and Resource Centre within the Learning Centre (Information Store) for HE students	1st phase by 1st November 2010 Completion September 2011	SLT, HoHE, Head of Student Services	Learning Zone and Resource Centre complete	Deputy Principal, VP CQSS, HoHE	HELTC, HE Student Forum
	Review the HE newsletter 'THE SOURCE' and encouraging student contributions	Publish at least 3 editions during 2010/11	Head of New Media, HoHE, HE Student Forum	3 editions produced and published	HoHE	Student feedback, HE Student Forum, HELTC
	Promote/deliver social and educational events and activities	Induction and freshers' week and continuing throughout 2010/11	Course teams, HE Champions, HoHE	Calendar of events + activities taking place	HoS, HoHE, VP CQSS	School Boards, HELTC
<ul style="list-style-type: none"> <li>undertake a further development of the virtual learning environment to ensure consistency in information across programmes</li> </ul>	Roll out audit methodology cross-college	Methodology agreed and in place by 30 September	VP CQSS, HoHE, HoS	VLE materials validated as relevant and of high quality	HELTC, JBoS	Student module evaluations (February & July 2011)
	Develop qualitative and quantitative	31 October	Research Centre	Methodology in place and	VP CQSS	Programme managers, HE

(paragraph 40)	methodologies for the evaluation of virtual learning environment (VLE) materials  Devise and implement workshops to support staff in the production and effective use of VLE materials	Learning Week December 2011	HoHE to coordinate with Staff Development and HE Champions	operational  Improved quality of VLE materials	Head of Continuing Professional Development, HoHE	Champions, HELTC  HELTC, Student evaluations, external examiner reports
<ul style="list-style-type: none"> <li>find a means of supplying generic information to employers on the College's expectations of them in relation to the work-based element of Foundation Degrees, plus specific information relating to relevant programmes (paragraph 41).</li> </ul>	Consult employers  Develop and publish revised and updated guidance materials	30 September 2010  31 October 2010	Course teams, HE Champions  HE Champions, Course teams and HoHE	Constructive feedback  Updated materials published	VP CQSS  HoHE	Employer involvement  Employer satisfaction





**RG 652 09/10**

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