# Integrated quality and enhancement review

## Summative review

### Itchen College

**November 2010**

**SR 012**

# 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.

Integrated quality and enhancement review

**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 Itchen College carried out in November 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 agreement, for the standards of the award it offers on behalf of its awarding body. The team also considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreement, 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:

- academic standards are underpinned by effective implementation of the validated programme by College staff in the context of the close working relationship that has evolved with the University and with other college partners
- the provision of academic and personal support for students is well managed and closely matched to the needs of adult part-time learners.

## 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:

- formalise the management structure, reporting and quality assurance procedures for the higher education provision to assure effective internal oversight of the academic standards and quality of learning opportunities.

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

- take a more proactive approach to the construction of critically-focused annual monitoring reports
- increase the take-up of staff development activities specific to higher education and encourage staff engagement in scholarly activity
- continue to work with colleagues from the University and other colleges to improve the speed at which summative feedback is returned to students, and to ensure greater consistency in the quality of feedback across assessors
- consider ways to achieve more frequent peer observation of teaching and learning to facilitate the spread of good practice
- continue to work with other members of the consortium to enhance links with employers at a local level
- develop a stronger publicity profile for the higher education provision through proactive college marketing, in collaboration with the University.

# 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 Itchen 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 Portsmouth. The review was carried out by Mr Robert Millington, Ms Jane Durant (reviewers) and Dr Richard Wheeler (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, 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. As the total full-time equivalent students funded by HEFCE at the College is less than 100, in accordance with the published review method, the review was conducted as a desk-based study. 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        Itchen is a sixth-form college located in the east of Southampton with approximately 1,300 full-time and 600 part-time students. The majority of the students come from Southampton and the area to the east, towards Fareham. The mission of the College is to be a force for change in the community, providing high quality education and training and acting as a cultural and sporting centre for its locality.

5        The College provides a wide range of programmes, including entry (and pre-entry) level to level 3. Its one higher education programme, the FdA Business and Management, is delivered in partnership with the University of Portsmouth on a part-time evening basis over three years. The College is part of a consortium of three other colleges and the University delivering the award. At present, there are 17 HEFCE-funded learners. The teaching team comprises four members of staff, including a lecturer at the University who contributes to the third year of the programme.

6        The College's higher education provision that is funded by HEFCE is as follows, with full-time equivalent student numbers in parenthesis.

**University of Portsmouth**

- FdA Business and Management (part-time) (7.5)

## Partnership agreement with the awarding body

7        The partnership agreement with the University of Portsmouth is dated 1 June 2009. It supersedes all previous agreements. The University is responsible for the academic standards of all awards granted in its name and for the oversight and maintenance of all aspects of finance, administration and equality relating to students. It is committed to providing the College with guidance on the maintenance of academic standards and quality through its Quality Assurance Committee, while using the management, quality and assessment systems of the College to assist those processes. The College is responsible for the provision of resources for the teaching of units delivered at the College.

## Recent developments in higher education at the College

8        There are no recent changes to the higher education provision but the College has reiterated its long-term commitment to maintaining the programme.

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

9        Students on the higher education programme were invited to present a submission to the team. No student written submission was received nor was it possible, for organisational reasons, to meet students at the preparatory meeting. However, the reviewers prepared a questionnaire which was completed individually by students from all three years. The questionnaire returns were thoughtful and informative and provided the team with valuable evidence of the student learning experience.

# 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 little autonomy in the delivery and management of the programme. The University, as awarding body, takes responsibility for academic standards and provides the programme and unit leadership for the consortium. Responsibilities and management arrangements are centralised at the University, which holds a twice-yearly consortium Board of Studies. Arrangements are clearly set out in the partnership agreement and the associated Collaborative Operational Handbook.

11        The College's responsibilities for programme management are fully met. The College's Learning Area Manager for Business is responsible for the operational management of the programme, and liaises with the University link tutor, attends the Board of Studies and produces an annual monitoring report. Within the College, the Learning Area Manager reports to an Assistant Principal with responsibility for the curriculum area and the overall coordination of higher education. The Assistant Principal reports weekly to the senior management team.

12        Teaching roles and responsibilities are well defined, including liaison by electronic mail with the unit leaders at the University regarding assessment and moderation matters.

The team was provided with examples of the effective use of informal management systems at all levels which meet University requirements. The team confirms the good practice identified at the Developmental engagement that academic standards are underpinned by effective implementation of the validated programme by College staff in the context of the close working relationship that has evolved with the University and with other college partners.

13      However, within the College, the quality assurance process makes little reference to the needs of the higher education provision. There is no dedicated forum for staff to discuss matters relating to the quality assurance of higher education. Although the Annual Standards and Quality Evaluative Review Course Leader Report is seen by an Assistant Principal, it is not approved formally by the College before being sent to the University. The FdA programme is nominally included within the Self-Assessment Report for the Learning Area, but it is not incorporated in the main body of the report, which is set within the Ofsted *Common inspection framework 2009*. The team concludes that an over-reliance is placed on informal systems to oversee the management of higher education. Notwithstanding the small size of the provision, the team recommends that it would be advisable for the College to formalise the management structure, reporting and quality assurance procedures for the higher education provision to assure effective internal oversight of the academic standards and quality of learning opportunities.

## What account is taken of the Academic Infrastructure?

14      The Academic Infrastructure is integral to the FdA programme, in full accordance with the subject benchmark statement for business and management and the *Foundation Degree qualification benchmark*. Due account was paid to the Academic Infrastructure during the validation process in which College staff participated and additional advice and training on its use was provided to consortium members by the University during a Periodic Review in 2008.

15      The Developmental engagement established that staff are conversant with the Academic Infrastructure. The team confirms that the College has recently strengthened the role of the programme specifications and intended learning outcomes in programme delivery in response to a Developmental engagement recommendation. These are brought to the attention of students in the teaching and assessment of units. The reviewers conclude that College staff are appropriately engaged with the Academic Infrastructure, especially in the context of consortium working and discussion.

## 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?

16      Arrangements for securing academic standards on the programme conform with University regulations. The Developmental engagement established that assessment procedures are robust and that staff are meeting consortium assessment and moderation requirements. Staff are involved in cross-college marking and moderation of student work.

17      The appropriateness of academic standards is confirmed by external examiners. No significant issues have arisen with regard to the academic standards on the programme in the recent past. Following the Developmental engagement, there have been further discussions between College and University staff regarding the availability and distribution of external examiner reports. Changes are being made which should enable staff to receive more timely and focused comment on the standards achieved by their own students.

18      The College has participated in two recent reviews of its higher education provision, the University's Periodic Review in 2008, and the Developmental engagement in 2009. Both confirmed the appropriateness of academic standards. Opportunities for the College to reflect on the standards and quality of the provision and propose enhancements are provided by the annual monitoring report that is produced by the Learning Area Manager, using the University's standard template. Reviewers consider that the reports produced by the College could be more self-critical and reflective. In the most recent annual report, for instance, reviewers noted that although general reference was made to the outcomes of the Developmental engagement, no effort was made to identify and evaluate how the recommendations were to be addressed. The team concludes that it would be desirable for the College to take a more proactive stance in the production of critically-focused annual monitoring reports.

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

19      The College is committed to staff development and has supported higher education staff to attend external conferences focusing on academic standards. As Partner Associate Lecturers of the University, staff are also able to participate in a range of professional development activities and to download material from the University website. The Learning Area Manager engages directly with colleagues at the University and attends a number of external training events. However, relatively few opportunities have been taken up by staff, except in relation to the annual intercollegiate network event, and there is little evidence of staff engaging in scholarly activity. All staff are suitably qualified to teach on the programme. However, the staff development records reveal variations in subject-based/vocational currency and continuous professional development specific to higher education. The team concludes that it would be desirable for the College to increase the take-up of staff development activities specific to higher education and encourage staff engagement in scholarly activity.

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

## 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?**

20      Responsibilities for managing the quality of learning opportunities are delegated within the same structure as for academic standards, as outlined in paragraphs 10-13. There is much informal discussion between staff of teaching and learning matters on a daily and weekly basis. Regular exchange of information is facilitated through the teaching staff sharing a common room with the Learning Area Manager, and working closely together. There is scope to develop more formal structures as indicated in paragraph 13.

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

21      The arrangements described in paragraphs 16-18 apply equally to the maintenance of the quality of learning opportunities. The Learning Area Manager in particular makes the most significant contribution to these activities, being required to prepare and present an Annual Standards and Quality Evaluative Review Course Leader report which covers the quality of learning opportunities as well as the maintenance of academic standards. The University programme leader and link tutor confirmed to the team that the College meets the requirements of the University in this respect.

22      The team investigated the claims of students that there is variation in the quality and timing of feedback on their summative assignments. Although students receive draft feedback from College tutors on work submitted for assessment, a significant number of students comment on the length of time it takes for them to receive formal feedback and the variability in the quality of feedback from different assessors. The reviewers sought clarification from the Consortium Programme Leader on this matter who explained that moderation and verification of assessments are carried out centrally by the University, in accordance with university regulations, but that timely delivery of feedback to students at different centres represents a challenge. The College has engaged in dialogue on this matter within the consortium. In response, the Programme Coordinator is investigating a means of addressing these problems on a consortium basis by making use of recently upgraded electronic communication systems. Since this is essentially a consortium matter, the team considers it desirable for the College to continue working with colleagues from the University and other colleges to improve the speed at which summative feedback is returned to students, and to ensure greater consistency in the quality of feedback across assessors.

## What account is taken of the Academic Infrastructure?

23      As indicated in paragraphs 14-15, the College engages with the Academic Infrastructure in the context of University requirements for programme design, validation, periodic review and annual monitoring and evaluation. Following the Developmental engagement desirable recommendation to strengthen the profile of programme specifications and intended learning outcomes in the delivery of teaching, learning and assessment, the University and the College have taken action to address these issues, as acknowledged in the self-evaluation and confirmed by evidence from students.

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

24      The College is committed to providing effective teaching to raise student aspirations and achievements. The strategies used by the College to assure itself of the quality of teaching and learning are acknowledged in the Annual Standards and Quality Evaluative Review report. This takes account of student views expressed informally and in the Staff/Student Consultative Committee. Students who responded to the team's questionnaire confirm broad satisfaction with the quality of teaching and learning. Consortium students are able to submit module evaluations electronically, but the take-up by Itchen students has been low.

25      There has been some progress since the Developmental engagement in improving access for students to the University virtual learning environment, including the electronic submission of coursework assignments. College staff are also able to upload resources to supplement the standard provision by the University, thus further enhancing learning opportunities. This is the outcome of action by the College in discussion with the University to enhance the quality of teaching and learning for its students. It is an example of the ongoing dialogue which the College undertakes in a consortium context and which represents an important informal instrument of quality assurance.

26      The College peer observation scheme for teaching staff operates across the further education provision. Observation outcomes are one of the key data sets the College uses to judge standards and inform self-assessment judgements. However, in the past three years, only one member of the higher education team has been observed delivering on the FdA programme. The team recommends that it would be desirable for the College to consider ways to achieve more frequent peer observation of teaching and learning to facilitate the spread of good practice.

27      Student assignments draw appropriately on work-based learning, in full accord with the *Foundation Degree qualification benchmark* and the *Code of practice, Section 9: Work-based and placement learning.* Students confirmed that employers support their studies and the vocational relevance of the programme. All students have a work-based learning mentor. Some mentors join students and staff at the annual business conference. However, there is an absence of formal mechanisms for liaison with employers. The team was informed that the University is seeking to establish an employer advisory group for the programme. The team recommends that it would be desirable for the College to continue to work with other members of the consortium to enhance links with employers at a local level.

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

28      The College has a strong commitment to academic and personal support for students. They are informed of the opportunities to access support through published information and at interview, including the availability of pastoral support on a needs basis. Students are taught in small groups, and are offered valuable additional tutorial opportunities on a weekly basis. An hour-long tutorial slot is timetabled prior to the start of lectures in the evening, to provide academic and personal support. There is effective communication with students by electronic mail. Both these strategies contribute effectively, on a flexible basis, to student support for working adult students. This is confirmed in student questionnaire returns and through the Staff/Student Consultative Committee for the programme. The College also assures itself that students are supported effectively by monitoring retention, progression and achievement data, which is consistently good. The team considers that academic and personal support for students is well managed and closely matched to the needs of adult part-time learners. This constitutes good practice.

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

29      The arrangements for staff development to enhance the quality of learning opportunities are the same as those set out in paragraph 19.

## 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?

30      The provision by the College of adequate resources is assured at validation by the University. Subsequent periodic reviews and the Annual Standards and Quality Evaluative Review reports address resource issues. There is no separate budget allocation for the higher education programme but the Learning Area Manager takes budgetary needs into account in the same way as for other programmes. For example, in 2010-11, the College has addressed staffing needs, now that there are three year cohorts for the first time, by increasing staff numbers to four. A very recent management restructure of higher education within the College assigns responsibility for the programme to the Assistant Principal who also teaches on the programme.

**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 body 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?**

31      The Partnership agreement with the University indicates that external advertising and publicity is the joint responsibility of the University and the College although the Collaborative Operational Handbook for the programme lays the emphasis on the responsibility of the partner institution. In practice, most publicity material for the programme is published centrally by the University, both in printed form and on its website. Open evenings, which staff from the colleges attend, are held centrally at the University. A standard College information sheet is sent to all applicants with the application form. All decisions about the suitability of candidates are taken by University staff. Copies of enrolment documentation are then passed to the College.

32      The College advertises the programme in its adult education literature and on its website. It draws attention to the progression opportunity for students to gain a nationally-recognised academic qualification, and through work-based learning projects, to make a more effective contribution to their organisations. However, the programme has a low profile in the adult education prospectus and little progress has been made in response to the Developmental engagement desirable recommendation to promote the local recruitment of students through more proactive College marketing. The team reiterates that it would be desirable for the College to develop a stronger publicity profile for the higher education provision through proactive college marketing, in collaboration with the University.

33      Substantial programme information is provided centrally by the University Business School, in printed and in electronic forms. Academic policy and assessment information is relayed to students in programme and unit handbooks which are common across the partnership. Students are clear about the requirements for progression and achievement.

**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?**

34      Responsibility for ensuring the accuracy and completeness of most publicity information, and the contents of student handbooks and other programme material, rests primarily with the University. The College's marketing department is responsible for the publication and distribution of the Adult Education booklet and for information on the College website. The marketing team is line-managed by one of the assistant principals who monitors the effectiveness of the arrangements for public information. The Learning Area Manager for Business is responsible for the detailed scrutiny of documentation and for liaison with the University on public information. These arrangements are effective.

**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

35      The Developmental engagement took place in November 2009. Three lines of enquiry were agreed with the College. These were:

**Line of enquiry 1:** How does the assessment process maintain academic standards and contribute to student learning?

**Line of enquiry 2:** How does feedback to students maintain standards and promote learning?

**Line of enquiry 3:** How does the information published for students prepare students for, and support them during, their studies?

36      The Developmental engagement team identified a number of areas of good practice. These included the close working relationship with the awarding body and with other college partners in the planning and delivery of student assessment, and the effective implementation of the validated programme by College staff. The team noted the wealth of formative learning opportunities provided in-class, which promote interaction between students, including individual and group presentations and peer assessment. The Business Conference Unit is used effectively to broaden and enrich the student learning experience. The learning opportunities provided by the work-based learning units enable students to demonstrate the link between theory and practice in their own workplace.

37      The Developmental engagement team made a number of desirable recommendations, including the enhancement of tutor feedback to ensure explicit attention to designated intended learning outcomes. It suggested a review of the timing of the academic skills workshop to support student learning at an earlier stage in the programme, and a development of the virtual learning environment to facilitate student submission of course work assignments and access to feedback on their work. The College could promote the local recruitment of students through proactive College marketing, in the wider context of University publicity, and review the clarity and comprehensiveness of programme and course unit information that students receive through handbooks and other material.

# D      Foundation Degrees

38      The College's only higher education provision at present is the FdA Business and Management. The College intends to keep under review the possible extension of its higher education provision to other programme areas.

39      The programme makes a small but important contribution to widening participation in higher education and to meeting the higher level training needs of students in business and management. It represents a significant form of workplace learning and enables students to study on a flexible part-time basis at a convenient local centre.

40      The conclusions and recommendations in this report relating to the College's management of its higher education provision refer exclusively to this FdA programme.

# E    Conclusions and summary of judgements

41      The Summative review team has identified a number of features of good practice in Itchen 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 body. This was based upon discussion with staff, written comments from students and scrutiny of evidence provided by the College and its awarding body, the University of Portsmouth.

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

- academic standards are underpinned by effective implementation of the validated programme by College staff in the context of the close working relationship that has evolved with the University and with other college partners (paragraph 12)
- the provision of academic and personal support for students is well managed and closely matched to the needs of adult part-time learners (paragraph 28).

43      The team also makes some recommendations for consideration by the College and its awarding body.

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

- formalise the management structure, reporting and quality assurance procedures for the higher education provision to assure effective internal oversight of the academic standards and quality of learning opportunities (paragraphs 13, 20).

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

- take a more proactive approach to the construction of critically-focused annual monitoring reports (paragraph 18)
- increase the take-up of staff development activities specific to higher education and encourage staff engagement in scholarly activity (paragraph 19)
- continue to work with colleagues from the University and other colleges to improve the speed at which summative feedback is returned to students, and to ensure greater consistency in the quality of feedback across assessors (paragraph 22)
- consider ways to achieve more frequent peer observation of teaching and learning to facilitate the spread of good practice (paragraph 26)
- continue to work with other members of the consortium to enhance links with employers at a local level (paragraph 27)
- develop a stronger publicity profile for the higher education provision through proactive college marketing, in collaboration with the University (paragraph 32).

46      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 body.

47      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.

48      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.

| Itchen College action plan relating to the Summative review: November 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: | | | | | | |
| • academic standards are underpinned by effective implementation of the validated programme by College staff in the context of the close working relationship that has evolved with the University and with other college partners (paragraph 12) | Continue to maintain close contact with University Unit leaders through email. Continue to attend all relevant meetings | From March 2011 | LAM (Business) | Regular communication takes place and all meetings are attended | Deputy Principal (HE) | Mid-year review of action plan<br><br>HE annual Self-Assessment Report |

| | | | | | | |
|---|---|---|---|---|---|---|
| • the provision of academic and personal support for students is well managed and closely matched to the needs of adult part-time learners (paragraph 28). | Continue to provide effective academic and personal support for students by assigning personal tutors to all students and responding promptly to requests for support via email<br><br>Providing drop-in tutorials as appropriate to support academic needs | From March 2011 | LAM (Business) | Feedback from students on levels of academic and personal support is at least satisfactory | Deputy Principal (HE) | Mid-year review of action plan<br><br>HE annual Self-Assessment Report |
| **Advisable** | **Action to be taken** | **Target date** | **Action by** | **Success indicators** | **Reported to** | **Evaluation** |
| The team agreed an area where the College should be advised to take action: | | | | | | |
| • formalise the management structure, reporting and quality assurance procedures for the higher education provision to assure effective internal oversight of the academic standards and quality of learning opportunities (paragraphs 13, 20). | Deputy Principal to be responsible for the strategic overview of all HE provision at the college. Quality assurance of HE provision to be reviewed and reported annually to both the partner universities and the Deputy Principal | By September 2011 | Deputy Principal and LAM (Business) | HE strategy reviewed and HE quality assurance procedure in place | Deputy Principal (HE) | Mid-year review of action plan<br><br>HE annual Self-Assessment Report |

| 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: | | | | | | |
| • take a more proactive approach to the construction of critically-focused annual monitoring reports (paragraph 18) | Introduce an interim review of provision in June/July in order to implement any necessary changes for the September start date | By June 2011 | LAM (Business) | Interim review of provision has taken place and action plan created and implemented during the following academic year | Deputy Principal (HE) | Mid-year review of action plan<br><br>HE annual Self-Assessment Report |
| • increase the take-up of staff development activities specific to higher education and encourage staff engagement in scholarly activity (paragraph 19) | 1) All staff development opportunities offered by the University to be widely promoted to College staff with greater encouragement<br>2) Target of at least one such staff development activity for each member of staff to be set for academic year 2011-12<br>3) Hold an HE-focused staff development event in College during summer INSET week<br>4) Allocate at least one study day per year, per member of staff, for scholarly research so that teaching materials reflect the latest developments | By June 2011 | Deputy Principal and Staff Development Manager | Greater take-up of staff development at the University of Portsmouth<br><br>HE-focused staff development day taken place | Deputy Principal (HE) | Mid-year review of action plan<br><br>HE annual Self-Assessment Report |

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| | in the subject areas. Discuss with members of the College team opportunities for study at master's level | | | | | |
| • continue to work with colleagues from the University and other colleges to improve the speed at which summative feedback is returned to students, and to ensure greater consistency in the quality of feedback across assessors (paragraph 22) | 1) Continue to liaise with University to agree feedback release dates and investigate new methods of delivering feedback<br>2) Formative feedback is already offered throughout the course<br>3) Hold a team meeting to discuss feedback practice to ensure more consistency among the Itchen team. Check that students at this course are satisfied with the speed and quality of feedback they receive | By March 2011 | LAM (Business) | Discussion held with programme and unit leaders<br><br>Team meeting held and agreed feedback process discussed | Deputy Principal (HE) | Mid-year review of action plan<br><br>HE annual Self-Assessment Report |
| • consider ways to achieve more frequent peer observation of teaching and learning to facilitate the spread of good practice (paragraph 26) | Ensure that all staff on the programme have an opportunity to observe each other delivering HE programmes during the next academic year | From March 2011 | LAM and team | All members of team have observed at least one other member of the team | Deputy Principal (HE) | Mid-year review of action plan<br><br>HE annual Self-Assessment Report |

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| • continue to work with other members of the consortium to enhance links with employers at a local level (paragraph 27) | Write to all employers of current students and ask for feedback on the FdA programme<br><br>Invite employers to participate in any presentation assessments as a panel member | From March 2011 | LAM and team | Feedback gathered from employers of current students | Deputy Principal (HE) | Mid-year review of action plan<br><br>HE annual Self-Assessment Report |
| • develop a stronger publicity profile for the higher education provision through proactive college marketing, in collaboration with the University (paragraph 32). | 1) Use College marketing team to design a leaflet covering all HE provision offered by the College<br>2) Produce a display banner highlighting the College's links with HE for use at Open Days, write to employers of current students to encourage further recruitment<br>3) Write to parents of full-time 16-18 students to make them aware of HE opportunities within the College | From March 2011 | Deputy Principal | Increase in student enrolments from September 2011 | Deputy Principal (HE) | Mid-year review of action plan<br><br>HE annual Self-Assessment Report |