Integrated quality and enhancement review

Summative review

Tower Hamlets College

November 2011

SR 013/11

Preface

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

Purpose of IQER

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

The IQER process

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

Developmental engagement

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

The main elements of a Developmental engagement are:

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

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

Summative review

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

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

Evidence

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

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

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

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

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

Outcomes of IQER

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

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

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

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

Executive summary

The Summative review of Tower Hamlets College carried out in November 2011

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

Good practice

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

- the comprehensive policies and procedures that the College has developed and implemented for the observation of teaching and learning which have a significant impact on the quality of the students' learning experiences
- the charters for student services, which contain clear guidance for students on their entitlement across each area of learner support
- the skills development tasks and the first-year training schedule for new members of staff on the teacher training programmes, which provide them with an immediate engagement with the requirements of teaching at higher education level
- the robust approach to approving programme documentation using the detailed signing-off documentation.

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 the quality and use of data relating to its higher education provision is appropriate to inform the effective management of academic standards.

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

- consider methods to promote the engagement of all higher education tutors, and staff involved in the provision of student services, with the Academic Infrastructure and its application
- ensure that information on all student services used by higher education students is always included in the self-assessment reports
- enhance the extent of staff development that is focused on higher education.

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 Tower Hamlets College (the College). The purpose of the review is to provide public information about how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes which the College delivers on behalf of the University of East London, the Institute of Education, and the University of Greenwich. The review was carried out by Mr Colin Stanfield, Mr Peter Hymans (reviewers), and Mr Martin Hill (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. The College chose not to have a Developmental engagement and the Summative review was conducted by 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,* subject and award benchmark statements*,* the FHEQ, and programme specifications.

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

4   Tower Hamlets College is a general further education College in the London Borough of Tower Hamlets in East London. There are three main centres: Poplar, adjacent to Canary Wharf, which houses the main College administrative functions and the 16 to 19 years academic and vocational programmes; Arbour Square in Stepney which mainly provides adult English education for speakers of other languages, Skills for Life, and Access to Higher Education programmes; and East India Dock Road which is the centre for the Business Enterprise Directorate incorporating the Financial Services Skills Academy. Tower Hamlets Borough is in the bottom five most deprived of 374 English local authority districts, with an unemployment rate nearly twice the London average at 13 per cent. It has a young and ethnically diverse population. The College mission statement is 'removing barriers; raising achievement; for everyone'.

5   In 2010-11 the College had 8,831 students. Of these, 2,740 were full-time and 2,029 were aged 16 to 18 years. Fifty-four part-time students were enrolled on the higher education provision in teacher training indirectly funded by HEFCE. The higher education teacher training programmes are taught at the Arbour Square and Poplar centres. There is other higher education provision offered on a full cost-recovery basis which does not attract HEFCE funding. There are nine staff teaching on the higher education provision in teacher training, one of whom is full time; the others are between 0.2 and 0.8 full-time equivalents. The College's higher education provision in teacher training in November 2011 consisted of the following.

University of East London

- Professional Graduate Certificate in Education/Certificate in Education (PCET), part-time (29 students) (20.6 full-time equivalents).

Institute of Education

- Postgraduate certificate in Education Literacy or ESOL (14 students)
(6.4 full-time equivalents).

University of Greenwich

- Additional Diploma in Teaching Mathematics (Numeracy), part-time (11 students)
(1.7 full-time equivalents).

Partnership agreements with the awarding bodies

6   The College has partnership agreements with three awarding bodies: the University of East London, the Institute of Education, and the University of Greenwich. Memoranda of agreements with each body identify the roles and lines of communication for the programmes, and the responsibilities for the provision of staff, staff development, resources, and assessment.

Recent developments in higher education at the College

7   The College is reviewing its higher education provision in the light of government policies. There are no plans to extend the teacher training provision. In the current year, the College moved one of its teacher training courses, Additional Diploma in Teaching Mathematics (Numeracy), from the Arbour Square site to the Poplar Centre.

Students' contribution to the review, including the written submission

8   Students studying on the higher education programmes at the College were invited to present a submission to the Summative review team. A submission was not submitted. At the preparatory meeting a representative sample of students from the three programmes met the Coordinator and the QAA Review Support Officer, and shared their views on the programmes. This was helpful in identifying students' concerns to the team.

B   Evaluation of the management of HEFCE-funded higher education

Core theme 1: Academic standards

How are responsibilities for managing and delivering higher education standards delegated within the management structure and what reporting arrangements are in place?

9   The College is organised into seven faculties, each of which is managed by a Head of Faculty and a Senior Curriculum Manager, the latter being directly responsible for programmes in the area. Lines of responsibility are clear and all Heads of Faculty sit on the College Senior Management Team, which reports to the Board of Governors. The Director of Curriculum has overall responsibility for academic standards and chairs the Curriculum Quality and Students Committee, which meets three times a year to receive and consider reports on internal and external quality assurance.

10   The suite of teacher training programmes is delivered within the Quality and Teacher Training Faculty. This Faculty was established with the specific aim of providing a focus for the management of higher education provision. It has established direct and effective lines of communication between the College and its three awarding bodies and helped identify relative responsibilities. The Faculty Manager, who is also the Head of Quality, is responsible for quality improvement across the College and reports to the Vice-Principal of Curriculum and Standards. The Senior Curriculum Manager within the Faculty is responsible for the management of the academic standards of the programmes.

11   Within the College there are effective lines of communication from programmes to senior management. Responsibilities are defined in a comprehensive Quality Improvement Strategy which recognises the constraints and requirements arising from the memoranda of agreement with the awarding bodies. A comprehensive Quality Handbook covers operational quality processes. Teaching, learning, assessment, and class observation policies are separately detailed. The Quality Improvement Strategy makes some reference to higher education in the College but there is no overt distinction in approach between higher and further education specified in the other policies.

What account is taken of the Academic Infrastructure?

12   The memoranda of agreement with the three awarding bodies determine the extent of College engagement with the Academic Infrastructure. Quality processes, such as programme review and self-assessment, take account of relevant elements of the Academic Infrastructure. For example the mid-year programme review in 2010-11 for the Additional Diploma in Teaching Mathematics (Numeracy) responds to the *Code of practice, Section 6: Assessment of students.*

13   Much of the College higher education provision is offered within networks of Colleges established by its partner institutions. The Head of Quality and Teacher Training and the Senior Curriculum Manager for the Faculty attend network meetings to consider samples of student coursework and external examiner reports. The policies and procedures at the College demonstrate an understanding of the position of the College's provision within the FHEQ and the impact of the *Code of practice* on its provision. However, there has been no staff development to support teaching staff in their understanding and application of the Academic Infrastructure. As a consequence, much of the College's engagement with, and application of, the Academic Infrastructure is vested in the Head of Quality and Teacher

Training. The team considers it desirable that the College promotes the engagement of all higher education tutors with the Academic Infrastructure and its application.

14   All programmes have approved programme specifications. These are used to inform students at interview, induction and during their programmes. The detailed and thorough programme handbooks include programme specifications in full or in an adapted format.

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?

15   Provision at programme level is monitored and evaluated through an effective process of twice-yearly programme reviews and annual self-assessment reports. Action plans to build on good practice and to address areas for improvement are produced at each stage of the reporting process. These reports inform the annual monitoring reports which are sent to the awarding bodies.

16   The College has introduced a requirement for the annual validation of faculty self-assessment reports, which is undertaken at a meeting attended by senior managers. This seeks to ensure that the process of self-assessment is effective. However, the 2009-10 self-assessment report for the Faculty of Quality and Teacher Training did not differentiate between higher education and further education programmes, and data presented in the document varied from that presented in the self-evaluation for Summative review. Evaluative comments in the self-assessment report were based on data for the total provision and did not reflect the circumstances for higher education. At the annual validation meeting it was noted that the self-assessment report for 2009-10 was not fully presented and some additions to evidence were suggested. The team recognises that the validation process is designed to be effective in identifying quality issues. The Quality Handbook emphasises that complete and accurate data should inform management decisions, but this is not being achieved. The team concludes that it is advisable that the College ensures that the quality and use of data relating to its higher education provision is appropriate to inform the effective management of academic standards.

17   The awarding bodies are responsible for formal responses to external examiners' reports, which have been positive on the academic standards of the College provision. The College responds effectively to external examiners' reports through its programme review process and externally through participation in awarding body quality assurance processes. These include attendance at the programme management committee of the Institute of Education and moderation events and assessment boards of the two universities. The awarding bodies inform the College of the action plans that are drawn up in response to the external examiners' reports, and the College is responsible for implementing any actions in relation to its provision.

18   Assessments are verified and moderated within the College according to the teaching, learning and assessment policy. The Faculty uses detailed guidelines from the University of East London on the marking and moderation of coursework and examinations. In addition, standardisation and moderation of samples of assessed work takes place with the two universities and all partners in the networks. External examiners' reports confirm that these processes are effective and that assessments are set and assessed at the appropriate level.

19   The higher education provision is subject to quality review by each awarding body. For example, the University of East London uses a review and enhancement process for

collaborative programmes, and the University of Greenwich requires programme monitoring reports. The networked provision with the Institute of Education and the University of East London is also subject to Ofsted initial teacher education inspection. Both recent reports were very positive about the network as a whole.

20   The College subjects each curriculum area to an internal quality review process (IQR) on a three-yearly cycle. The internal quality review team is led by an external specialist who is able to offer a valuable wider perspective. An IQR has not yet been undertaken for the higher education provision at the College.

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

21   The memoranda of agreement place clear responsibilities on the College for the development of staff. The College Quality Improvement Strategy outlines the College's approach to staff development in implementing specific training and development events for faculties and departments. These aim to support quality improvement processes and to offer focused training and development for individual teachers. This is further detailed in the College support and supervision process which sets staff development in a framework of performance management. The College Staff Development Group is chaired by the Vice-Principal of Curriculum and Standards and is attended by senior staff from across the College. It plays a valuable and productive role in monitoring staff development needs and provision.

22   The self-evaluation states that the College provides both internal and external staff development opportunities to all staff. Higher education staff are encouraged to attend external events and programmes focused on higher education. The awarding bodies provide opportunities such as conferences and events to share and disseminate good practice. Staff development records show that although staff do undertake significant amounts of development activity, only two of the nine higher education staff have attended external staff development events, both of which were related to their teaching. The team considers it desirable that the College enhance the extent of staff development that is focused on higher education.

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?

23   The memoranda of agreement with the awarding bodies give clear guidance on the College's responsibilities for the management of the quality of learning opportunities. This includes the operation of the programmes, recruitment and selection of students, and the welfare of students enrolled on its programmes. The College is also expected to provide appropriately qualified staff, student support services, library services, and information technology facilities.

24   The responsibility for the management of learning opportunities is delegated by the Principal, through the Vice-Principal of Curriculum and Standards, to the Director of Student Services. The Heads of Service for Learning Resources, Student Support, Marketing and Communications, and the tutorial support team report to the Director of Student Services. The team consider that the arrangements for the management of the quality of learning opportunities operate effectively.

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

25   Within the Quality Improvement Strategy the priorities for curriculum areas include targets for improving the outcomes of class observations, improving teaching, and ensuring that all students have access to appropriate tutorial support. The strategy also includes a target for a coordinated programme of continuous professional development for teaching staff.

26   The Quality Handbook contains details of all the quality management processes in the College and provides a comprehensive guide for staff on their responsibilities. The document details the stages of review including mid and end of year reviews of programmes, student evaluations, and the annual self-assessment process. It also provides an indication of continuing processes such as classroom observation. The team concludes that the Quality Improvement Strategy and the Quality Handbook provide a rigorous framework within which the College successfully assures the quality of learning opportunities.

What account is taken of the Academic Infrastructure?

27   The College states that it engages with aspects of the Academic Infrastructure to promote quality and ensure that standards are maintained. In addition to the memoranda of agreement with the awarding bodies and the College's internal processes, the *Code of practice* is used by the College to gain an understanding of how the awarding bodies operate with the College to ensure student success.

28   While the aspects of the *Code of practice* relevant to student support and services are evident in the policies and procedures of the College, there is little explicit understanding of the Academic Infrastructure among support staff. The team consider it desirable for the College to consider methods by which staff involved in the provision of student services can be made aware of the Academic Infrastructure and its application to the higher education provision.

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

29   The College class observation policy operates across the College and includes reference to higher education. Staff have at least one graded observation each year and may also have ungraded developmental and thematic observations on particular aspects of teaching. A class observation may also be triggered by a complaint from a student although this has not happened in the higher education provision. The College has recently implemented a newly designed support and supervision process linked to staff appraisal. The outcomes of class observations and the support and supervision processes are used to inform the staff development needs of teachers. The process is monitored and supported by the Senior Curriculum Manager at two meetings per year. Good practice may be shared at

programme team level as a result of class observations and feedback from staff development, or at continuous professional development events across the College.

30   The above processes have been effective in assuring the quality of higher education teaching and learning. Students are very positive about their experiences on the programmes and consider the teaching to be excellent. Students on the Additional Diploma in Teaching Mathematics (Numeracy) commented on the value of using research findings from other universities in their teaching. Students confirmed that they are aware of learning outcomes, that guidance on assessment is detailed and fair, and that feedback is timely and thorough. The team concludes that the comprehensive policies and procedures that the College has developed and implemented for the observation of teaching and learning have a significant impact on the quality of the students' learning experiences and represent good practice.

31   Student feedback is collected during the year through student surveys and the attendance of student representatives at programme committee meetings. On the Professional Graduate Certificate in Education programme the student representative attends meetings at the University of East London. Students can also use a complaints procedure which may result in a member of staff receiving an additional class observation. Mid and end of year programme reviews contain sections on student feedback and how programme teams and managers are responding to students' views.

32   All but one of the staff teaching on the higher education programmes were approved by the awarding bodies during the initial College programme approval processes. Subsequently, details of the qualifications of the one new member of staff were sent to the awarding body and approved.

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

33   As part of the self-assessment process, each student service area is required to produce a self-assessment report with a quality improvement plan. These reports are considered at the College Management Briefing Committee and after approval they form part of the overall College self-assessment report. The team reviewed the self-assessment report for student services for 2010-11 and noted that it did not contain reference to counselling, tutorial support, or additional learning support. These omissions had not been identified in the validation process. The review team concludes that it is desirable for the College to ensure that information on all student services used by higher education students is included in the self-assessment reports.

34   Each student is allocated a personal tutor and a work-based mentor. Mentors are trained by the College and work in accordance with mentor guidelines. Students commented favourably on the help provided by their tutors despite some problems in meeting them as a result of their full workloads.

35   The College has valuable and well regarded charter agreements with its students. The student charter outlines what students can expect from the College. Student views on learner support are collected through surveys and online questionnaires. Additionally, each of the service areas has a charter agreed between staff and students containing the standards against which they are reviewed as part of the self-assessment process. These charters cover student advice and guidance, learning technology, additional learning support, and information systems. The team regards the student services charters, which contain clear guidance for students on their entitlement across each area of learner support, as good practice.

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

36   For staff who are new to teaching on the teacher training programmes, the College has developed a series of tasks to develop their skills and a training schedule. The schedule covers the first year of teaching for the member of staff. It includes a detailed programme of development activity such as shadowing experienced staff and shadow-marking assignment work. This gives new staff an immediate engagement with the requirements of teaching at higher education level while under the supervision of more experienced staff. The team considers that the skills development tasks and the first-year training schedule for new members of staff on the teacher training programmes are good practice.

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

37   Each College site has a learning resource centre. Students at the student meeting praised the excellent provision of materials relating to education and noted that they could also access the libraries at the awarding bodies. Each learning resource centre carries out a survey of student use and perceptions of the centres. These indicate a problem with noise levels within the learning resource centres which the College has noted and has plans to address. Learning resource requirements are identified and evaluated through the self-assessment process. A business and budget planning process runs parallel to the self-assessment review process and involves each Head of Faculty or service area requesting budgets based on their needs. There is a monthly review meeting which appropriately monitors budgets once they have been agreed.

38   The College also has a well developed virtual learning environment which underpins the teaching on the teacher training programmes. Students commented on the usefulness of the College virtual learning environment. Those on the Additional Diploma in Teaching Mathematics (Numeracy) appreciate the support material and links to additional material provided. Students are provided with a CD-ROM from the University of Greenwich containing further learning resources. The team consider that the virtual learning environment provides a valuable resource for students.

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

Core theme 3: Public information

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

39   The memoranda of agreement with each partner identify the responsibilities for the publication of public information. The College provides information on entry criteria, programme content and duration, mode of attendance, progression times, and venues. Information is available through the College website and prospectus, and is informed by the programme specifications agreed at validation.

40   Prospective students receive more individual information, advice and guidance during the programme enquiry, interview and selection process. This is provided by support staff along with members of the teacher training team. The College has a rigorous student recruitment and selection process which is confirmed by the Ofsted initial teacher training reports.

41   All students receive programme handbooks on enrolment. These are either based on the templates of the awarding bodies with College additions, or are provided directly by the awarding bodies. Handbooks include appropriate information from the programme specifications. This is put into context for students during induction, both at the College and at the awarding bodies. The team confirmed that the handbooks were detailed and thorough. Students confirmed that they were user-friendly. The College also provides programme information, as well as teaching, learning and assessment information, on its virtual learning environment. Students are positive about the value of this in providing them with guidance and support and as an additional tool for their learning.

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 marketing department, in liaison with the Senior Curriculum Manager, checks the accuracy of the promotional and marketing material. The memoranda of agreement typically specify how the College may use information and promotional items from the awarding bodies, such as the logos and mission statements. Programme leaders are required to verify that any marketing material is based on up to date definitive documentation.

43   The programme team or Senior Curriculum Manager proofread and approve all programme information before it is released. There is an iterative process between the College and the awarding bodies to ensure that the handbooks are accurate, complete and conform to awarding body requirements. The College has a robust approach to signing off approved programme documentation. There are detailed and clear sets of printed documentation which require confirmation of the content, appropriateness and accuracy of the material. The team concludes that the robust approach to approving programme documentation using the detailed signing-off documentation is good practice.

44   Responsibility for ensuring the accuracy and completeness of the material placed on the College virtual learning environment lies initially with teaching tutors who upload the material. They are aided by the College e-learning manager and Senior Curriculum Managers who undertake regular reviews of the content to ensure that it meets College expectations.

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 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 College elected not to take part in a Developmental engagement.

D Foundation Degrees

46 No Foundation Degrees are offered at the College.

E Conclusions and summary of judgements

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

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

- the comprehensive policies and procedures that the College has developed and implemented for the observation of teaching and learning which have a significant impact on the quality of the students' learning experiences (paragraph 30)
- the charters for student services, which contain clear guidance for students on their entitlement across each area of learner support (paragraph 35)
- the skills development tasks and the first-year training schedule for new members of staff on the teacher training programmes, which provide them with an immediate engagement with the requirements of teaching at higher education level (paragraph 36)
- the robust approach to approving programme documentation using the detailed signing-off documentation (paragraph 43).

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

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

- ensure that the quality and use of data relating to its higher education provision is appropriate to inform the effective management of academic standards (paragraph 16).

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

- consider methods to promote the engagement of all higher education tutors, and staff involved in the provision of student services, with the Academic Infrastructure and its application (paragraphs 13 and 28)
- enhance the extent of staff development that is focused on higher education (paragraph 22)

- ensure that information on all student services used by higher education students is always included in the self-assessment reports (paragraph 33).

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

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

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

Tower Hamlets College action plan relating to the Summative review: November 2011						
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:						
• the comprehensive policies and procedures that the College has developed and implemented for the observation of teaching and learning which have a significant impact on the quality of the students' learning experiences (paragraph 30)	Continue to develop and review policies and procedures that have significant impacts on the quality of the students' learning experience	July 2012 and annually thereafter	Head of Quality Improvement	Policies and procedures are embedded and known by all staff and students	Vice-Principal of Curriculum and Standards Quality Board	Course reviews, self-assessment reports, student feedback, lesson observation reports, and reviews by partner higher education institutions
• the charters for student services, which contain clear guidance for students on their entitlement across each area of learner support	Continue to review, maintain and develop charter agreements for students	July 2012 and annually thereafter	Director of Curriculum; Director of Student Services	All charters updated regularly and students are aware of their entitlements	Vice-Principal of Curriculum and Standards Student Services Board	Course reviews and student service area self-assessment reports, student feedback, and complaints report

• the skills development tasks and the first-year training schedule for new members of staff on the teacher training programmes, which provide them with an immediate engagement with the requirements of teaching at higher education level (paragraph 36)	Continue to review and develop the first-year training and induction programme for staff new to higher education teaching and delivery	Ongoing	Senior Curriculum Manager Head of Human Resources and Organisation Development	Training and induction programmes are fully embedded for all staff new to higher education teaching and delivery	Vice-Principal of Curriculum and Standards Staff Development Group	Course reviews, staff development reports, support and supervision reports, self-assessment reports and higher education institution annual reports
• the robust approach to approving programme documentation using the detailed signing-off documentation (paragraph 43)	Continue to update and review the approval process for programme documentation	July 2012 and annually thereafter	Director of Student Services	All programme documentation in the public domain is accurate and up to date	Vice-Principal of Curriculum and Standards	Course review, higher education institution annual reports, student feedback, complaints reports

Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is **advisable** for the College to:						
• ensure that the quality and use of data relating to its higher education provision is appropriate to inform the effective management of academic standards (paragraph 16)	Review the current process of data collation and reporting in line with the higher education institution requirements to inform a more effective management of academic standards; report on the performance of higher education programmes separately in the College self-assessment report	July 2012 and annually thereafter	Head of Quality Improvement	Consistent and accurate data in line with the requirements of the higher education institution partner A higher education report as an independent part of the College's self-assessment report	Vice-Principal of Curriculum and Standards Quality Board	Course reviews, self-assessment reports, annual higher education institution reports

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is **desirable** for the College to:						
• consider methods by which staff involved in the provision of student services can be made aware of the Academic Infrastructure and its application to the higher education provision (paragraphs 13 and 28)	Develop a programme of staff development for staff involved in the provision of student services to enhance higher education practices and improve deeper awareness of the Academic Infrastructure and its application to higher education provision	July 2012	Head of Quality Improvement	All relevant staff attend relevant training sessions	Staff Development Group

Student Services Board | Self-assessment reports, higher education institution annual reports, staff development reports |
| • enhance the extent of staff development that is focused on higher education (paragraph 22) | Develop a programme of staff development for staff involved in teaching on higher education programmes to enhance higher education practices and improve deeper awareness of the Academic Infrastructure and its application to higher education provision | July 2012 | Head of Quality Improvement | All relevant teaching staff on higher education programmes attend training sessions | Staff Development Group

Quality Board | Self-assessment reports, higher education institution annual reports, staff development reports |

• ensure that information on all student services used by higher education students is always included in the self-assessment reports (paragraph 33)	Enhance the self-assessment report process to ensure that all information about student services used by higher education students is always included in the self-assessment reports	July 2012	Director of Student Services	Self-assessment reports account for all the services used by higher education students	Head of Quality Improvement Student Services Board	Self-assessment reports

RG 832 02/12