



# **Integrated quality and enhancement review**

**Summative review**

**ICE Academy**

**December 2012**

**SR 086**

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## Preface

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

## Purpose of IQER

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

## The IQER process

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

## 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 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. Other private providers may elect to take part in a Summative engagement voluntarily.

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)/organisation(s), 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 ICE Academy carried out in December 2012

As a result of its investigations, the Summative review team (the team) considers that there can be **confidence** in the Academy'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 organisation. The team also considers that there can be **confidence** in the Academy'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 Academy is responsible for publishing about itself and the programmes it delivers.

### Good practice

The team has identified the following good practice for dissemination:

- the teaching observation scheme is well-organised and thorough
- the extensive links with the local community and the encouragement given to mature students from multicultural backgrounds
- the work-based learning opportunities provided for HND Creative Media students.

### 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 Academy to:

- implement the revised management structure
- monitor students' progression and completion rates and grades and to improve retention rates
- ensure that the Examination Board meets, in line with guidance from Edexcel
- ensure more effective student engagement with the management of academic standards and quality of learning opportunities provided
- provide students with more comprehensive information on opportunities for progression to undergraduate programmes
- provide a written policy for the management of public information.

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

- provide more formal and complete records of meetings
- ensure staff engage fully with the UK Quality Code for Higher Education
- enlist business and community representatives, alumni and other external stakeholders to support the development and effectiveness of the new Advisory Board
- review the personal tutor system in light of the increase in student numbers and the multi-campus delivery
- consider the development of a virtual learning environment.

## A Introduction and context

1 This report presents the findings of the Summative review of higher education conducted at ICE Academy (the Academy). The purpose of the review is to provide public information about how the Academy 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 Academy delivers on behalf of Edexcel. The review was carried out by Paul Chamberlain, Paul Monroe and Daphne Rowlands (reviewers) and Phillip Markey (coordinator).

2 The Summative review team (the team) conducted the review in agreement with the Academy 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 Academy, including the Quality Manual, Edexcel external verifier reports, annual reviews, student evaluations, progression data and meetings with staff and students. In particular, the team drew on the findings and recommendations of the Developmental engagement in assessment. A summary of findings from this Developmental engagement is provided in section C of this report. The review also considered the Academy'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* (the *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 ICE Academy is a private college formed in November 2010. It commenced delivering programmes in January 2011. The main premises are at Beckville House in Leicester. Two further premises are located in Peterborough and Smethwick. There are three directors who teach, and 15 part-time teaching staff, making a total of nine full-time equivalents (FTEs). There are two part-time auxiliary support staff and a full-time studio technician, making a total of two FTEs. The Academy recruits students mainly from the UK but some come from other European Union countries. There are 178 full-time higher education students.

4 The Academy offers the following full-time Edexcel programmes (with student numbers in brackets):

- HND Business (72)
- HND Creative Media Production (89)
- HND Travel and Tourism Management (17)

### Partnership agreements with the awarding organisation

5 The Academy has an agreement with Edexcel to deliver Higher National Diploma (HND) programmes. It is clear about its responsibilities. These include responsibility for student support, learning resources, and learning and teaching. Assessments are set and marked by the Academy.

### Recent developments in higher education at the Academy

6 In 2012, the Academy moved to premises in London Road from another building in Leicester. In September 2012, it opened new centres in Smethwick offering HNDs in Media, Business and Travel with 52 students enrolled and in Peterborough offering an HND Business with 60 enrolled students.

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

7 Students on higher education programmes at the Academy were invited to present a submission to the Summative review team. A submission was prepared by students after discussions with representatives from each programme. Staff provided guidance and facilities for the students. The submission helped the team to prepare the agenda for the review visit. Students who met the team confirmed that the information in the submission reflected their views.

## **B Evaluation of the management of 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?**

8 The management of standards is an evolving process, but is currently satisfactory. The Academy is small and functions with an informal organisational structure. Three directors manage all aspects of the organisation and have teaching roles. Two of the directors act as programme leaders and manage the teaching and administration. Most programme staff are part-time, performing a teaching role with no direct responsibility for management. Ultimate responsibility for academic standards rests with the Principal through whom all academic communication flows. The Academy is in the process of revising its structure to encompass its recent expansion to two other sites and an increase in student numbers. A draft revised policy document sets out the procedures for monitoring provision at all sites. It is advisable that the Academy implements the revised management structure.

9 There are three key meetings: the Board of Directors, Boards of Study and staff meetings. Reporting arrangements are largely informal. Informal staff meetings are held twice weekly. More formal staff meetings are held three times each year. Notes of staff meetings demonstrate that academic standards issues are discussed. Informal meetings between staff and directors take place on an ad hoc basis reflecting staff availability. Any issues that need to be reported to the Principal are either done so informally or through minutes submitted to the Board of Directors. Directors meet weekly and minutes show that academic standard issues are identified. As the Academy expands and takes on more staff it would aid transparency of communication to produce more formal records. It is desirable that the Academy provides more formal and complete records of meetings.

10 Reviews, one interim and the other final, take place bi-annually. The newly introduced Quality Manual contains guidance for undertaking reviews. Staff are involved in compiling the reviews through written contributions submitted to the Principal. Mid-programme reviews are aggregated into an annual review on the overall performance of programmes. The review form is comprehensive in its format. However, the forms are not fully completed. They contain spaces for performance self-evaluation grades which are not completed. There are no action plans attached to the annual review. Student module results are maintained in an organised manner, which the external verifier has confirmed as being thorough and efficient. However, mid-programme reviews do not contain any data relating to student progression and achievement. Greater analysis and monitoring of data would enable the Academy to ensure its academic standards are monitored effectively. It is advisable that the Academy monitors student progression and completion rates and grades and takes action to improve retention rates.



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

11 The programmes reflect National Occupational Standards and are endorsed by relevant professional bodies and Sector Skills Councils. This provides a high level of externality, but proposed programmes, not accredited by Edexcel, are under consideration. The current level of staff understanding of the purpose and use of the Academic Infrastructure is variable. An attempt has been made to reference assessment procedures against the *Code of practice, Section 6: Assessment of students*, but much remains to be done to familiarise staff with all other aspects of the Academic Infrastructure. It is desirable that the Academy ensures that staff engage fully with the UK Quality Code for Higher Education.

### **How does the Academy assure itself that it is fulfilling its obligations to ensure that the standards of higher education provision meet the requirements of awarding bodies?**

12 All programmes are Edexcel awards. The Academy is clear about its own responsibilities. The Academy is responsible for providing programme specifications and designing and assessing assignment briefs. Assignments are well-designed, clearly written and meet the required standards. Recent staff development events have successfully focused on improving the design of assignments.

13 Liaison with Edexcel is through the Principal, with operational responsibility for programmes delegated to the directors who act as programme leaders. Internal verification takes place at regular intervals and is indicated on the Academy calendar. Completed internal verification forms demonstrate that the process is working well. The Academy has responded to the Developmental engagement report which considered it advisable that further staff development took place on student assessment and internal verification. Staff attended a training day provided by Edexcel on student assessment. External verifier visits are organised by one of the directors. Following a visit, findings are shared with relevant programme teams. Actions arising from visits are monitored by the team and reported to the Board of Directors. The Academy has decided to hold its Examination Board at the end of the current programmes, rather than have interim boards. It is advisable that the Academy ensures that the Examination Board meets, in line with guidance from Edexcel.

14 Student representatives take part in the Board of Study meetings and report on their learning experiences. Students attending the meetings with the team confirmed that they were selected by tutors, rather than elected by students. They demonstrated a high level of understanding of the purpose of the Board of Study meetings. However, other students have little or no knowledge of the Board of Studies. Students confirm that they have open-door access to the Principal who is viewed as approachable and helpful. This process works with the existing student numbers. There is some informal attempt to gather student evaluations of programmes through questionnaires. As the student numbers grow and the Academy develops its two further sites, more formal opportunities are needed to engage students. It is advisable that the Academy ensures more effective student engagement with the management of academic standards and quality of learning opportunities provided.

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

15 Staff are appropriately qualified, with relevant degrees and teaching qualifications or are in the process of working towards teaching qualifications. Many staff teach elsewhere and bring their professional experience to the classroom in the form of learning materials and teaching methods. New staff are interviewed by directors and have an induction session with the Principal.

16 Staff development activities are provided for all staff. Thorough training has taken place on assessment. This has ensured the consistency of assessment processes. Records of staff development days show that all staff attend sessions. Individual staff training requirements are not identified formally, but professional development is recorded on staff personal records. Requests for staff development, for example, for acquiring teaching qualifications, are supported financially. The small size of the Academy facilitates informal mutual staff support. It evaluates its staff development provision effectively by scrutinising its teaching profile and external verifier reports.

**The team concludes that it has confidence in the Academy'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 organisation.**

## **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?**

17 The management of the quality of learning opportunities is similar to that outlined for academic standards in paragraphs 8 to 10. At programme level, the quality of learning opportunities is administered through a combination of informal teaching team meetings, staff development activities and senior management meetings. The Academy has plans to make appointments to newly designated programme leadership posts. In the emerging structure, each of the directors will have cross-institution roles. Once implemented, these plans will strengthen the management of the quality of learning opportunities across the three sites.

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

18 Use of the Academic Infrastructure and/or the UK Quality Code for Higher Education is dealt with in paragraph 11. To strengthen its external reference points, the Academy is developing an Advisory Board to inform decisions on recruitment, community needs and relationships, curriculum direction, monitoring procedures and issues relating to property, equal opportunities, finance and marketing. There are clear terms of reference for the Board, and membership of the Board is under consideration, but to date, no meetings have been held. It is desirable that the Academy enlist business and community representatives, alumni and other external stakeholders to support the development and effectiveness of the new Advisory Board.

### **How does the Academy assure itself that it is fulfilling its responsibilities to the awarding organisation to ensure that students receive appropriate learning opportunities?**

19 Edexcel external verification endorses the way the Academy fulfils the management of its provision of learning opportunities. The external verifier confirms that the responsibilities for student support, learning and teaching and learning resources are being met. The first formal examination board for completing students is due to take place shortly after the review visit.

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

20 Following a recommendation from the Developmental engagement, a comprehensive teaching and learning strategy has been developed and implemented enthusiastically by staff. A key feature of the strategy is a clearly structured observation of teaching programme. The programme is valued by a wide range of staff and several of those the team met were able to identify clear and concise areas of their own practice in teaching and learning that had been improved and enhanced. The programme is managed by the Principal. It is comprehensively recorded and provides staff with detailed constructive feedback. A clear differentiation is made between enhancement and issues of tutor performance. The teaching observation scheme is well-organised and thorough and represents good practice.

21 The Academy considers students' views on the quality of teaching and learning through the Board of Study. Minutes of these meetings detail student feedback and recommend actions. Improvements have been made to the provision of computer and library services as a result. The absence of any instruments for the effective collection of quantitative data means that there are limited opportunities for analysing student feedback on learning and teaching from one year to the next.

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

22 Students are recruited through well-organised procedures, including interviews. Student induction includes information on pastoral issues and the development of good academic practice as well as programme details. These are appreciated by students. All students are allocated a personal tutor to support them in academic and pastoral matters. Students informed the team that all staff, including the Principal, provided informal guidance and support. Staff and students value the flexibility and informality of the current system while at the same time recognising that an open door policy is not sustainable in a rapidly growing organisation. It is desirable that the Academy reviews the continued viability of the personal tutor system in light of the increase in student numbers and the multi-campus delivery.

23 The Academy prides itself on the ways in which it maximises the learning opportunities provided through the extensive and broad multicultural experiences and knowledge of students and staff. The culturally diverse and multilingual staff provide a highly supportive and intellectually challenging learning environment which is appreciated by students. Facilities and flexible timetable arrangements ensure that cultural and religious requirements are met. The Academy works effectively to reach out to the community through open days and providing clear information on programmes and financial support. The extensive links with the local community and the encouragement given to mature students from multicultural backgrounds is good practice.

24 Opportunities exist for work-based learning, particularly in media where level 5 students are able to undertake professional standard work placements with leading media organisations and businesses in the East Midlands. Placements are well-planned and supervised and selected to provide strong support to enable students to meet the intended learning outcomes. A popular field expedition to Spain provides project work opportunities in an international context. Work-based learning opportunities provided for HND Creative Media students represents good practice.

25 A high proportion of students who met the team indicated that they wish to pursue their studies beyond the current level 5 programmes available at the Academy. However, there is an absence of structured guidance available to students on progression routes and

career opportunities. The impressive level of ambition demonstrated by students is not matched by the provision of guidance by the Academy. It is advisable that the Academy provides students with more comprehensive information on opportunities for progression to undergraduate programmes.

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

26 Since the Developmental engagement, a series of well-attended staff development activities addressing approaches to formative assessment and contrasting learning styles have been provided. In addition, the Academy continues to pursue its policy of ensuring that all staff are formally teacher-trained. Arrangements for staff development acknowledge the importance of teaching staff continuing to maintain a combined academic and professional consultancy profile. Staff records reveal a strong combination of subject specialisms and recent and current vocational experiences.

### **How does the Academy ensure the sufficiency and accessibility of the learning resources?**

27 The allocation of resources for learning is determined by the Principal and Board of Directors. High quality teaching accommodation is available, including well-equipped teaching rooms with comfortable furniture and visual aids. There are extensive computing facilities with up-to-date software. There are professional standard specialist resources in media for student productions, filming and editing. These resources are enhanced through arrangements with partner media organisations and broadcasters, such as local radio and television companies. Adequacy of resources is ensured through classes being restricted to a maximum size of 20. Library resources are adequate with students provided with key texts. Previous problems with the availability of core texts have been addressed through the provision of individual copies to students. The Academy is responsive to students' needs through providing appropriate opening times.

28 Students have access to an intranet which contains key learning materials and programme details. Students also use an internet-based system for sharing materials, although this is not interactive. These resources are valued and extensively used by staff and students, especially in media production. At present, students do not have access to web-based interactive networks, although the Academy is considering developing this. It is desirable that the Academy develops a virtual learning environment. This would provide interactive functions to support student learning.

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

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

### **What information is the Academy responsible for publishing about its higher education?**

29 The Academy is responsible for the promotion and advertising of its programmes, and for producing programme specifications that explain how the Academy intends to deliver and assess these programmes. The difference between the terms module specification and programme specification are not always understood by all staff.

30 The Academy disseminates public information through its prospectus and website and uses handbooks and course materials to communicate with students. The prospectus covers general entry requirements, preparation for higher education, and individual student profiles. Supplementary pages provide programme descriptions.

31 The website is an attractive source of information for prospective students, providing access to a range of information through the clearly labelled tabs. This includes details of programmes available, admission requirements and fees, the approach to learning, and student services and support. There is an electronic application form. Students confirm the value of the website and state that the information contained therein had proven to be a fair and accurate description of the provision.

**What arrangements does the Academy have in place to assure the accuracy and completeness of information the Academy has responsibility for publishing? How does the Academy know that these arrangements are effective?**

32 The Academy does not have a policy or formal procedures for public information. However, both website and hard copy information are checked for content and accuracy. They are reviewed regularly for currency. Although these informal processes are sufficient at present for the small provision and current student numbers, the need for formal policies and procedures will become more pressing as the Academy develops its new sites, programmes and student numbers. The Academy is aware of this and has stated its intention to move in this direction. While public information is accurate and complete, it is advisable that the Academy provides a written policy for the management of public information.

**The team considers that reliance can be placed on the accuracy and completeness of the information that the Academy is responsible for publishing about itself and the programmes it delivers.**

## **C Summary of findings from the Developmental engagement in assessment**

33 The Developmental engagement in assessment was undertaken in January 2012. The lines of enquiry agreed with the Academy were:

**Line of enquiry 1:** How effective is formative assessment in both Media and Business in improving the final grades of learners?

**Line of enquiry 2:** Are learner assessments supported by effective teaching styles and suitable learning resources?

**Line of enquiry 3:** Are learners provided with accurate and comprehensive information on assessment?

34 The Developmental engagement identified that the role of the Board of Study in facilitating the consideration of students' views on their learning experiences, including assessments, was good practice. It also regarded the use of 'live projects' in the HND Creative Media Production, supported by high quality learning resources, provided students with fertile learning opportunities to produce industry-standard media work as good practice.

35 There were five advisable recommendations, all of which have been achieved by the Academy. These included the production of a Quality Assurance Manual making use of the Academic Infrastructure. It was recommended that more information should be provided on the formative assessment process and on referencing and bibliographies in programme handbooks. Staff development activities on assessment were recommended. So that assessment processes are transparent and clearly expressed, the Academy was asked to produce an overall assessment strategy. It was also asked to build on the staff expertise and practices to produce a learning and teaching strategy.

36 There was one desirable recommendation, namely, to consider ways to provide more module information for students. This information has been provided.

## D Foundation Degrees

37 The Academy does not offer Foundation Degrees.

## E Conclusions and summary of judgements

38 The Summative review team has identified a number of features of good practice in the Academy's management of its responsibilities for academic standards and for the quality of learning opportunities it offers on behalf of its awarding organisation. This was based upon discussion with staff and students and scrutiny of evidence provided by the Academy and its awarding organisation, Edexcel.

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

- the teaching observation scheme is well-organised and thorough (paragraph 20)
- the extensive links with the local community and the encouragement given to mature students from multicultural backgrounds (paragraph 23)
- the work-based learning opportunities provided for HND Creative Media students (paragraph 24).

40 The team also makes some recommendations for consideration by the Academy and its awarding organisation.

41 The team considers that it is **advisable** for the Academy to:

- implement the revised management structure (paragraphs 8 and 17)
- monitor students' progression and completion rates and grades and to improve retention rates (paragraph 10)
- ensure that the Examination Board meets, in line with guidance from Edexcel (paragraph 13)
- ensure more effective student engagement with the management of academic standards and quality of learning opportunities provided (paragraph 14)
- provide students with more comprehensive information on opportunities for progression to undergraduate programmes (paragraph 25)
- provide a written policy for the management of public information (paragraph 32).

42 The team considers that it is **desirable** for the Academy to:

- provide more formal and complete records of meetings (paragraph 9)

- ensure staff engage fully with the UK Quality Code for Higher Education (paragraph 11)
- enlist business and community representatives, alumni and other external stakeholders to support the development and effectiveness of the new Advisory Board (paragraph 18)
- review the personal tutor system in light of the increase in student numbers and the multi-campus delivery (paragraph 22)
- consider the development of a virtual learning environment (paragraph 28).

43 Based upon its analysis of the Academy'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 Academy discharges its responsibilities effectively, as set out in the relevant partnership agreement for the management of the standards of the awards of its awarding organisation.

44 Based upon its analysis of the Academy'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 Academy 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.

45 Based upon its analysis of the Academy'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 Academy is responsible for publishing about itself and the programmes it delivers.

ICE Academy action plan relating to the Summative review December 2012						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
In the course of the Summative review the team identified the following areas of <b>good practice</b> that are worthy of wider dissemination within the Academy:						
<ul style="list-style-type: none"> <li>the teaching observation scheme is well-organised and thorough (paragraph 20)</li> </ul>	Expand the observation team to include external members to ensure standards are at national standard	April 2013	Directorate	External validation confirms profile  Progress planned to achieve national benchmark	Monthly Directorate meeting	Progress towards and achievement of national benchmark for teaching observation grades
<ul style="list-style-type: none"> <li>the extensive links with the local community and the encouragement given to mature students from multicultural backgrounds (paragraph 23)</li> </ul>	Links will continue to be developed, with community leaders being invited to join Academic Advisory Group	Ongoing	Directorate	Membership of academic boards and continued work with supporting community activity	Directorate	Increased number of female learners, make-up of Advisory Board  Use of facilities by community groups for local interaction
<ul style="list-style-type: none"> <li>the work-based learning opportunities provided for HND Creative Media students (paragraph 24).</li> </ul>	The placements for Media will be continued and new opportunities developed	Jan 2014	Programme leaders and course teams	40 per cent of all learners to have a work-based learning opportunity by June 2014	Directorate meetings May 2013 Sep 2013 Nov 2013	Monitor number of learners with a work-based learning opportunity



	Extending work-based learning into Business and Travel programmes to be targeted for year 2 learners					
<b>Advisable</b>	<b>Action to be taken</b>	<b>Target date</b>	<b>Action by</b>	<b>Success indicators</b>	<b>Reported to</b>	<b>Evaluation</b>
The team considers that it is <b>advisable</b> for the Academy to:						
<ul style="list-style-type: none"> <li>implement the revised management structure (paragraphs 8 and 17)</li> </ul>	Employ full-time staff with specific course/ programme management responsibility	Jan 2013	Directorate	Staff engaged and in post	Directorate	Suitably experienced staff engaged with programme management responsibilities
<ul style="list-style-type: none"> <li>monitor students' progression and completion rates and grades and to improve retention rates (paragraph 10)</li> </ul>	Implement new process and recording system to improve monitoring of overall performance	Feb 2013	Directorate	New IT system in place  Course teams to record information on common database  Improved retention	Principal and Directorate meetings  Academic advisory board	Retention to reach 85 per cent within two years, with success rates to be at 80 per cent with benchmark grade profile as per Edexcel data
<ul style="list-style-type: none"> <li>ensure that the Examination Board meets, in line with guidance from Edexcel (paragraph 13)</li> </ul>	Implement Exam Board with detailed minutes of decisions	Feb 2013	Directorate	Record of Exam Board Meetings	Principal	Compliance met for all programmes

<ul style="list-style-type: none"> <li>ensure more effective student engagement with the management of academic standards and quality of learning opportunities provided (paragraph 14)</li> </ul>	<p>Develop a student forum with class representatives to ensure that all academic issues are addressed</p>	April 2013	Principal, academic managers	Minutes of meetings that demonstrate active engagement of learners in raising quality and standards of learning	Directorate, Academic Advisory Board	Increased learner participation and awareness
<ul style="list-style-type: none"> <li>provide students with more comprehensive information on opportunities for progression to undergraduate programmes (paragraph 25)</li> </ul>	<p>Contact local universities and build in progression to University days to improve learner awareness</p> <p>Develop a handbook/factsheets about progression opportunities</p>	May 2013	Principal, Directorate, academic managers	Production of handbook/factsheets	Directorate, Academic Advisory Board	Annual check on information and progress of students
<ul style="list-style-type: none"> <li>provide a written policy for the management of public information (paragraph 32).</li> </ul>	<p>Write a policy on the Management of Public Information</p>	June 2013	Director of Marketing	Production of Policy statement	Directorate Academic Advisory board	Policy implemented

<b>Desirable</b>	<b>Action to be taken</b>	<b>Target date</b>	<b>Action by</b>	<b>Success indicators</b>	<b>Reported to</b>	<b>Evaluation</b>
The team considers that it is <b>desirable</b> for the Academy to:						
<ul style="list-style-type: none"> <li>provide more formal and complete records of meetings (paragraph 9)</li> </ul>	Formalise meetings and keep standard agenda and minutes of all meetings	March 2013	Principal	Formal minutes recorded and stored for access	Directorate and Academic Advisory Board	Record of meetings
<ul style="list-style-type: none"> <li>ensure staff engage fully with the UK Quality Code for Higher Education (paragraph 11)</li> </ul>	Provide staff development to embed the UK Quality Code for Higher Education	March 2013 ongoing	Principal	Record of staff development  Staff implementation of the Quality Code	Directorate Academic Advisory Board	Raised quality of learner experience
<ul style="list-style-type: none"> <li>enlist business and community representatives, alumni and other external stakeholders to support the development and effectiveness of the new Advisory Board (paragraph 18)</li> </ul>	Advisory Board to be appointed and operational	March 2013	Principal, Directorate	Record of Meetings  Membership to reflect the community and other stakeholders	Directorate	Improved learning environment that ensures quality of opportunity and access
<ul style="list-style-type: none"> <li>review the personal tutor system in light of the increase in student numbers and the multi-campus delivery (paragraph 22)</li> </ul>	Tutorial system to be monitored to ensure all learners receive appropriate tutorial support	Feb 2013	Principal, Directorate  Programme Manager	Tutorial Folders to be inspected quarterly to ensure relevant tutorials take place	Programme manager  Principal, Directorate	Improved success rates and grades through tutorial support and action planning

	All groups to have personal tutor allocated					
<ul style="list-style-type: none"> <li>consider the development of a virtual learning environment (paragraph 28).</li> </ul>	Current use of Dropbox and College network space to be reviewed with a view to blackboard or similar	June 2013	Director for Media/IT  Directorate	Learner access to online resources and feedback increased	Principal  Academic Advisory Board	Improved interactive learning opportunities and improved achievement/success

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