



QAA

Integrated quality and enhancement review

Summative review

January 2010

John Kitto Community College

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Preface

The mission of the Quality Assurance Agency for Higher Education (QAA) is to safeguard the public interest in sound standards of higher education qualifications and to inform and encourage continual improvement in the management of the quality of higher education.

As part of this mission, QAA undertakes reviews of higher education provision delivered in further education colleges. This process is known as Integrated quality and enhancement review (IQER).

Purpose of IQER

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

The IQER process

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

Developmental engagement

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

The main elements of a Developmental engagement are:

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

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

Summative review

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

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

Evidence

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

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

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

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

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

Outcomes of IQER

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

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

Differentiated judgements can be made where a team judges a college's management of the standards and/or quality of the awards made by one awarding body to be different from those made by another.

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

Executive summary

The Summative review of John Kitto Community College carried out in January 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 awards 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:

- in managing the provision, monitoring meetings are evaluative and focused on improving learning and are driven by an effective action plan
- assessments are both appropriate to learning outcomes and creative in their design, while the students' reflective logs indicate high levels of engagement with assignments
- the processes to ensure that standards are being achieved are appropriate and rigorous. Clear and detailed guidelines inform the development and testing of assignments and support rigorous and comprehensive internal moderation processes
- the College has taken great care to provide a suitable learning experience for all of its students, including those with disabilities
- tutors offer students a high level of support. There is helpful flexibility in the ways that students are able to access academic support
- students are given very prompt feedback on assessments. The external examiner complimented the excellent practice of tutors offering advice that feeds not only back on work completed, but also feeds forward to work the student will complete on later modules
- the development of module content and information is a responsive and effectively, managed process. Students find that module handbooks are very clear, accurate, accessible and easy to follow
- the Course Information and Student Handbook clearly indicate the effective cooperation between the University of Plymouth, Moultraining and the College.

Recommendations

The team has also identified a number of recommendations for the enhancement of the higher education provision.

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

- develop the College's own monitoring and enhancement processes to encompass its higher education provision, building on the existing partnership-based quality assurance procedures

- ensure that student data, including module outcomes, progression and withdrawals across the programmes, is used systematically to inform annual monitoring.

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

- pay more attention to the Academic Infrastructure in order to provide a clearer context for dialogue between partners regarding the management of the quality of learning opportunities
- keep a more systematic record of teamwork and development opportunities undertaken by staff.

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 John Kitto Community 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 Plymouth. The review was carried out by Mr Chris Davies and Dr Heather Barrett-Mold (reviewers), and Dr John Barkham (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, the preparatory meeting with staff, students and the partner institution, and reports of reviews by QAA and from inspections by Ofsted. There was no Developmental engagement and the Summative review was conducted by a desk-based study. The review 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 John Kitto Community College is primarily an 11-18 mixed community comprehensive school but has a long and strong tradition of delivering outstanding learning and leisure opportunities for the whole community. The College currently has 1,180 full-time students aged 11-19. There are currently 26 students enrolled on the higher education programmes that the College provides. Currently, the University of Plymouth's ceiling for full-time equivalent students is nine per year.

5 The College is located at the geographical centre of the city of Plymouth and is situated between two main neighbourhoods, Honicknowle and North Prospect. These are among the most deprived in the city measured against socio-economic, health and education benchmarks. As such, the College is defined as an inner-city school facing challenging circumstances. According to the 2001 census, less than 5 per cent of the population aged 16-70 in these areas had achieved a level 4 or 5 qualification. Since 2004 the College has been a Business and Enterprise College, the only one in Plymouth. The College does not have a mission statement but instead has an overarching aim symbolised by the word ASPIRE, standing for ambition, success, progress, individuality, respect and excellence.

6 The HEFCE-funded programmes provided are run in collaboration with Moustraining, a company in partnership with the University of Plymouth, which owns 28 per cent of it:

University of Plymouth

- Certificate in Business Office Information Systems (Cert BOIS)
- Higher Education Certificate in Business Office Information Systems (CertHE BOIS).

Partnership agreements with the awarding body

7 The original formal partnership agreement with the University of Plymouth for the Cert BOIS dates from October 1998. A formal agreement for the CertHE BOIS was added in 2002. The University recognises the independence of John Kitto College and of its governing body, while the College recognises the University's powers to approve, validate and assess programmes of study using curricula designed and approved by the University, which lead to University awards. Under the academic cooperation agreement, the Moustraining company assesses and examines students and provides suitably qualified staff to deliver the programmes.

Recent developments in higher education at the College

8 There are no recent new developments in higher education at the College and no immediate plans for future ones. However, Cert BOIS students want a progression route to a Foundation Degree after completing the CertHE. The College and Moustraining staff are keen to deliver it but, at present, the cap on University student numbers precludes taking it forward.

Students' contribution to the review, including the written submission

9 The Subject Officer and Coordinator had a productive meeting with three representative students at the preparatory meeting. At the same time, a further student submitted a commentary in writing. Students studying on higher education programmes at the College were also invited to present a written submission to the Summative review team. This was facilitated by the Students' Union at the University of Plymouth. It proved a valuable source of evidence for 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?

10 The partnership agreement between the University and the College is comprehensive and is clear with respect to their respective responsibilities for standards. The College uses the University of Plymouth Colleges Faculty (the Faculty) quality assurance structure. The self-evaluation states that the terms of reference for all of the committees used for the successful management of the courses are as defined in the University's Framework for Quality and Standards, with roles and responsibilities for the assurance of academic quality and standards. In addition, the College uses the internal structures of Moustraining. These operate separately from the College's own quality assurance procedures for its 11-19 curriculum. College staff participate fully in the management of the programme but the College does not itself have a management responsibility for it. Building on the existing partnership-based quality assurance procedures, it is advisable for the College to develop its own monitoring and enhancement processes to encompass its higher education provision.

How does the College assure itself that it is fulfilling its obligations to ensure that the standards of higher education provision meet the requirements of validating partners and awarding bodies?

11 In managing the provision, the Annual Programme Monitoring Meeting and the Programme Committee Meeting are run in tandem annually, with the latter additionally mid-year. College staff participate fully in these meetings. Comments made by the external examiner are reported to the Annual Programme Monitoring Meeting and are action planned. These meetings draw from a clearly defined and wide range of appropriate evidence sources but do not use student performance data to inform programme review processes. The monitoring meetings are evaluative and focused on improving learning and driven by an effective action plan. Programme Committee meetings are effective. The focus is on developing the programmes and facilitating communication from the Faculty. In the meetings the action plan is updated, and emerging issues and ideas are identified and discussed. Although College staff do not attend them, issues identified in tutor meetings are reported to the Programme Committee meetings. Materials to support the course and assessments are developed by Moustraising. College staff, however, are consulted throughout the whole process. Comments are actively encouraged and are seen as an essential part of the development process so that the College can assure itself that it is fulfilling its obligations in relation to standards.

12 Internal moderation is undertaken across providers. All student work is marked independently by two tutors. The external examiner also has full online access to all students' work in advance of subject and programme boards, and can view a full range of work from any selected sample chosen. The internal moderation system is transparent and rigorous. The external examiner's report indicates that the assessments are appropriate to the learning outcomes and creative in their design. Student feedback in submitted reflective logs notes high levels of engagement with module assessments.

13 The processes to ensure that the standards are being achieved are appropriate and rigorous. College staff attend Subject Assessment Panel and Award Assessment Board meetings. These are held to take decisions on student assessment outcomes at module and award levels and to reflect on the effectiveness of the modules and assessments in supporting learning. Outstanding achievements and the reasons for a student failing are discussed. The results and reflections of these meetings are used to inform the programme annual review meetings. This is rigorous and good practice.

14 Subject assessment panels and award assessment boards are limited to considering student outcomes after they have submitted work for assessment. It is clear from the programme annual review that staff are concerned about student completion rates and are acting to improve these rates. However, student data showing the overall effectiveness of the programmes is incomplete. This was especially true with respect to those students who had partially completed or withdrawn. It is advisable that student data showing module outcomes, progression and withdrawals across the programmes is used systematically to inform annual monitoring.

What account is taken of the Academic Infrastructure?

15 The programme specifications take full account of subject benchmark statements. The *Code of practice, Section 6: Assessment of students* is used extensively to inform the rigour and security of assessments. Clear and detailed guidelines inform the development and testing of assignments and support rigorous and comprehensive internal moderation

processes. The external examiner has continuous electronic access to all student work, marks and feedback to students. Students reported that feedback was usually received within two weeks of submitting an assignment and that it was helpful. The external examiner commented that staff respond very rapidly to student queries.

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

16 As an associate partner, the College has access to a series of continuing professional development routes provided by the Faculty. Additionally, the Faculty provides an extensive and wide range of staff development opportunities. These include assessment and academic regulations relating to programmes and plagiarism. Programme-specific development is offered by Moustraining. College staff are encouraged to participate in these and in the programme-specific training. Staff make use of these extensive opportunities. They are encouraged to meet regularly to discuss assignments and marking issues. Staff may request training in an aspect of the programme's modules and this will be undertaken both internally and by the use of external courses. Any issues relating to module materials or assessments are flagged up within the Support Centre, and action taken as appropriate. Where new material is introduced, staff are required to undertake training to familiarise themselves with it before release to students. Staff are also given training on the administrative systems so that they have an understanding of how they work and why. College staff are appropriately supported.

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?

17 Liaison between the Faculty and the College is primarily between the subject forum chair, academic liaison persons and the Faculty's central team. During the development of the programmes there have been many occasions when the University has been pleased to accept advice from the programme coordinator about successful ways of working with distance learning. Interaction between the College and the University ranges from administrative support through to the Faculty dean visiting the College. The College uses the reporting structures provided by Moustraining and the Faculty. In addition, as a registered university teacher, the programme coordinator has full access to the communities on the University's portal, enabling access to information and counterparts through electronic communication.

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

18 The response document indicates that if any subject-specific issues arise, the subject forum chair signposts the programme coordinator to the required information or sets up a meeting to discuss issues between the parties, although it is not clear that this also works in the other direction. The College uses the reporting structures provided by Moustraining and the Faculty. The issues from these reports are reported to the academic programme leader at the College.

19 Staff and students from the College and the University are encouraged to meet together and view resources on open days, and to identify progression opportunities. There are no formal entry requirements, the tutor making an assessment of a student's suitability in the first few weeks of the course. There are problems in securing progression opportunities for students. Current and recent former students and staff are keen to see the establishment of a follow-up Foundation Degree but, at present, the University does not have available funding for additional student numbers to allow this.

What account is taken of the Academic Infrastructure?

20 More attention might be paid to the Academic Infrastructure, in order to provide a clearer context for the dialogue between partners regarding the management of the quality of learning opportunities. While understanding of the Academic Infrastructure among the College staff is not thorough, the spirit of it is delivered. For example, the College has taken great care to provide a suitable learning experience to all of its students. The learning area is in a large, well-equipped space, which takes good account of the needs of all students with disabilities. It is equipped with hydraulic desks and high-quality ergonomic seating of a range of types. A hearing induction loop, accessible toilet and lift, together with very close dedicated parking are all available. Additionally, student records on the Management Information System are flagged with any disability, and this information is displayed prominently when assignments are being marked. The Moustraining student handbook does not refer specifically to the Academic Infrastructure although, it does have links to the University of Plymouth College's website.

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

21 Classes are drop-in facilitation sessions where students work on the distance-learning systems but with support from other students and a tutor. As a result, there has been no formal programme of observation. However, the Assistant Principal for Extended Services responsible for this programme regularly drops in unannounced to view progress.

22 Moustraining tutor meetings are held on a regular basis, although there have been difficulties for staff attending due to other commitments at the College. This has been dealt with through one-to-one sessions with Moustraining and the College has now put the capacity in place for the course leader to attend these meetings regularly.

23 Tutors meet to discuss any new assignments and marking criteria, to ensure consistency of marking. They also meet for in-house training sessions on certain Microsoft Office programs, such as web design or advanced spreadsheets, because all tutors need to be competent as markers for all assignments and not just those in their particular subject area. Tutors also meet for training in the use of in-house information technology systems. A record of these meetings has not always been kept.

24 Moustraining has strong links with education establishments and the health service. Many students are administrators in these industries. At the College the focus is to provide a community-based course and, because of the flexible entry requirements, the nature of employment of the students is varied. Two are sponsored to do the course by their respective employers. Specific industrial links to this course are limited to the employment base of the students. Industrial links at the College are maintained intrinsically through the curriculum links, as the College is a business and enterprise specialist college.

25 Student feedback is gathered through the use of an undergraduate student perception questionnaire and the student end-of-module reflection form. The collated response indicates that students are satisfied with all aspects of the delivery apart from library resources. There is at least one student representative from the College and one representative of Moustraining present at programme committee meetings. The College uses the reporting structures provided by Moustraining and the University. The issues from these reports are reported to the academic programme leader at the College.

26 Prior to annual review meetings students are emailed asking them to contact their student representative with any concerns or issues they wish to raise. Such information can also be posted directly into the student representative forum on the Support Centre. At all annual review meetings a student representative from the programmes is given the opportunity to discuss the views of the other students. The most recent requests from students involved improved access to the University of Plymouth facilities (library and computing). These requests have been acted upon, with University practice changed to allow full membership of the library and Students' Union membership, among other benefits for the students.

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

27 Individual students can approach either their tutor or the administrative team about any issues that arise for them. If necessary, the issue would then be forwarded to the management team and, if not resolved at that point, it is referred to the University's quality assurance team and entered into the action plan for the programme committee meeting to consider.

28 The external examiner's most recent report indicates that tutors offer high levels of support and that this is appropriate because of the online nature of the programme. Students have access to the student Support Centre at all times and can submit a support request to their tutors via this, or directly by email. The Support Centre average response time is 1.5 hours. Students also have access to live support for four hours per day Monday to Friday. Students have the opportunity of developmental formative feedback from tutors on a range of aspects relating to their assessments, and from the online Support Centre, where students may engage in a range of online tests. The speed with which feedback on assessments is provided is impressively fast. Providing rapid and good-quality feedback to students is seen by the College as being critical and it is undertaken assiduously. The relevant precepts of the *Code of practice, Section 6* are carefully followed. Tutors offer advice that not only feeds back on work completed, but also feeds forward to work the student will complete on later modules. The external examiner reported this as excellent practice and was also impressed with the rapidity of feedback, given the high numbers of students undertaking the programmes, in addition to those registered with the College. Despite this, the module completion rates of individual students remain around two per year.

29 Students are very complimentary about the College. There is helpful flexibility in the ways that they are able to access academic support from Moustraining and College tutors. At the College, the course leader fulfils and extends this role and keeps regular email contact with learners. As well as in the classroom, every course member is able to contact their tutor outside class during both term and vacation. During vacation periods the College offers additional classroom sessions. Students are aware that they can contact the Assistant Principal should they be faced with circumstances that the tutor is unable to resolve. In addition, support is provided by Moustraining's student Support Centre. There is also the opportunity to discuss their work with other students in the electronic forum.

A number of tutorial demonstrations are available as Adobe flash movie files. All students also have full access to the College's information and communications technology facilities, including its virtual learning environment. As students of the Faculty, they also have access to the University's online student portal, to the University library facilities and are able to have full NUS membership through the University of Plymouth Students' Union.

30 To help student applicants, the MTC001 Basic Computing Skills module is at National Qualifications Framework level 3 and is there to ensure open access to the courses. In addition, there is an office skills test on the Moustraining student forum that can be used to test initial attainment and suitability. Students are encouraged to try the course materials and meet the tutor and other students before committing to the course. The first module has a self-review exercise at the end of each chapter and there are also online skills tests on the support centre website. Both of these are used to make a judgement about the suitability of the course for the student at an early stage. However, there is no systematic assessment of, or subsequent support for, basic skills.

31 All materials are written by Moustraining. Comprehensive module workbooks are produced and are both paper-based and electronic, with assignments and all electronic files available to download from the student Support Centre provided by Moustraining. All information technology facilities are provided by the College.

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

32 As an associate partner of the Faculty, the College has full access to all Faculty meetings, events and training for staff, together with those of Moustraining and all opportunities for course development. Details of a range of opportunities are given in paragraph 16 above. A more systematic record of teamwork and development opportunities undertaken by staff might be kept.

33 The Faculty provides a comprehensive programme of continuing professional development, with a series of routes for staff teaching on the Faculty's programmes. There is some uptake of these programmes, particularly to ones focusing on faculty policy and procedures. A member of the College's course team is also undertaking the integrated master's programme. As a registered university teacher, the programme coordinator has full access to the communities on the University of Plymouth portal and can therefore access information and counterparts through electronic communication.

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?

34 All materials are written by Moustraining. Comprehensive, paper-based module workbooks are produced, with assignments and all electronic files available to download from the student Support Centre provided by Moustraining. All information technology facilities are provided by the College. Students can use their own computer or the College's equipment.

35 Library resources and services were the only dimension that College students responding to questionnaires scored below the Faculty's student average score. However, the rigour and completeness of the module materials probably preclude the need for regular or frequent library use. Students report that materials are published when required and are updated regularly. Moustraining provides a good support website for further

information and issues relating to the course. Videos of tutorials are also gradually being added. The student forum on the Moustraining website and their classroom at the College offer valuable links with other students and staff, in which they can explore their resource needs further.

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?

36 Information about overarching academic standards and programme quality for the provision under review is provided by the University and is available on its website. The University supports the College as a member of its partner colleges faculty by providing advice about and knowledge of relevant University regulations, the University's quality and standards framework, and its policies and strategies. In these ways the College is assisted fully in meeting the expectations and requirements of its awarding body in relation to published information about its higher education programmes.

37 The Course Information and Student Handbook is clearly signposted from the University's Prospectus. It is well designed and student friendly and clearly indicates the effective cooperation between the University, Moustraining and the College. Whole programme outlines are given in each of the module handbooks provided for students in both hard and electronic copy form. Students find that these are very clear, accurate, accessible and easy to follow. Students who started on the pilot CertHE programme found the early module handbook versions difficult to follow. Moustraining and the College's rapid and effective response to student needs is clear from the current handbooks. Students retain each module handbook and can revisit previous modules if they forget how to use a particular application. Modules are compatible with various systems, while instructions for different versions of Microsoft software are available.

38 All assignments are also sent to the student as a paper copy, while Adobe PDF files for all assignments can be downloaded from the student Support Centre. Facilities are available to students at the College to print all screen-based media.

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?

39 The courses are advertised regularly in the local press and on the electronic advertising boards in Drake's Circus shopping centre in Plymouth. This is how some current students found out initially about the course. The College and Moustraining liaise with the University's Marketing and Communications Coordinator, who is responsible for proof-reading and checking any material sent out through the College. The College provides the Coordinator with the material it wishes to use for press releases or marketing and focuses on local printed content. Moustraining focuses on e-marketing and works with the University's Marketing and Communications Coordinator on the content and wording of the e-communications.

40 A course-based leaflet is available to applicants and students. The course is also outlined succinctly on the University's website, under the University of Plymouth Colleges Faculty, and on Moustraining and the College's websites. The material is drafted by Moustraining and the College and sent to the University for checking before publication. The Modbury Group, the parent company of Moustraining, maintains the website on behalf of Moustraining. The College and Moustraining check any changes made to information as the need arises, with the University's Marketing and Communications Coordinator making an input when required. These provide clear arrangements for ensuring the accuracy of information for students.

41 The content of each module is initially drafted against the formal programme specifications. It is then written and tested by the author and sent to two tutors for independent testing prior to release. It is also forwarded to the external examiner for comment. Any issues raised by the tutors or students in relation to modules are logged in the support centre system on the Moustraining website. All assignments are reviewed regularly and action is taken to revise them when necessary. Version control is in place for both module materials and assignments. Where appropriate they are written for both Microsoft Office 2003 and 2007, and where different applications may be used to complete the module. Taken as a whole, this is a responsive and effectively-managed process.

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

42 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

43 The College does not at present offer Foundation Degrees.

E Conclusions and summary of judgements

44 The Summative review team has identified a number of features of good practice in John Kitto Community College's management of its responsibilities for academic standards and for the quality of learning opportunities of the awards the College offers on behalf of its awarding body. This was based upon discussion with staff and students and scrutiny of evidence provided by the College and its awarding body the University of Plymouth.

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

- in managing the provision, monitoring meetings are evaluative and focused on improving learning and are driven by an effective action plan (paragraph 11)
- assessments are both appropriate to learning outcomes and creative in their design, while the students' reflective logs indicate high levels of engagement with assignments (paragraph 12)

- the processes to ensure that standards are being achieved are appropriate and rigorous. Clear and detailed guidelines inform the development and testing of assignments and support rigorous and comprehensive internal moderation processes (paragraphs 12, 13, 16)
- the College has taken great care to provide a suitable learning experience for all of its students, including those with disabilities (paragraph 20)
- tutors offer students a high level of support. There is helpful flexibility in the ways that students are able to access academic support (paragraphs 28, 29)
- students are given very prompt feedback on assessments. The external examiner complimented the excellent practice of tutors offering advice that not only feeds back on work completed, but also feeds forward to work the student will complete on later modules (paragraph 28)
- the Course Information and Student Handbook clearly indicate the effective cooperation between the University, Moustraining and the College (paragraph 37)
- the development of module content and information is a responsive and effectively-managed process. Students find that module handbooks are very clear, accurate, accessible and easy to follow (paragraphs 37, 41).

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

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

- develop the College's own monitoring and enhancement processes to encompass its higher education provision, building on the existing partnership-based quality assurance procedures (paragraph 10)
- ensure that student data, including module outcomes, progression and withdrawals across the programmes, used systematically to inform annual monitoring (paragraph 14).

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

- pay more attention to the Academic Infrastructure in order to provide a clearer context for dialogue between partners regarding the management of the quality of learning opportunities (paragraph 20)
- keep a more systematic record of teamwork and development opportunities undertaken by staff (paragraph 32).

49 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.

50 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.

51 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.

| John Kitto Community College action plan relating to the Summative review: January 2010 | | | | | | |
|--|--|--|------------------|---|-----------------------|--|
| Good practice | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
| In the course of the Summative review the team identified the following areas of good practice that are worthy of wider dissemination within the College: | | | | | | |
| <ul style="list-style-type: none"> in managing the provision, monitoring meetings are evaluative and focused on improving learning and are driven by an effective action plan (paragraph 11) | Moustraining and the College will align the two action plans and monitor/review them annually. | November 2010 (next Annual Review meeting) | Programme Leader | Clearly aligned action plans tabled at Review meeting | Annual Review meeting | Evidence from the meeting provided by external examiner and University of Plymouth (UPC) staff responsible |
| <ul style="list-style-type: none"> assessments are both appropriate to learning outcomes and creative in their design, while the students' reflective logs indicate high levels of engagement with assignments (paragraph 12) | Use the comments made by students to inform the setting of future assignments | November 2010 | Moustraining | The next Annual Review meeting receives an analysis of student comments from module feedback and response | Annual Review meeting | Further student feedback |

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| Good practice | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
| <ul style="list-style-type: none"> the processes to ensure that standards are being achieved are appropriate and rigorous. Clear and detailed guidelines inform the development and testing of assignments and support rigorous and comprehensive internal moderation processes (paragraphs 12, 13, 16) | <p>Ensure that differences in marking, highlighted through the moderation process, are overtly used in continuing professional development to further raise consistency</p> | August 2011 | Moustraining | Decreased moderation differentials | Annual Review meeting | External examiner comments |
| <ul style="list-style-type: none"> the College has taken great care to provide a suitable learning experience for all of its students, including those with disabilities (paragraph 20) | <p>With the transformation to 'Academy' status in September 2010 there will be an extensive building programme which will ensure consistently good facilities</p> | August 2013 | Building Project team | All new and remodelled buildings meet legislation regarding disability and access | Academy governors | External quality audit of provision in relation to disability and access |

| John Kitto Community College action plan relating to the Summative review: January 2010 | | | | | | |
|--|--|----------------|---------------------------|--|-------------------------------|----------------------------------|
| Good practice | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
| | for those with disabilities right across the campus, not just in the BOIS teaching area. | | | | | |
| <ul style="list-style-type: none"> tutors offer students a high level of support. There is helpful flexibility in the ways that students are able to access academic support (paragraphs 28, 29) | Students will be encouraged to use the online support more heavily to further enhance the learning experience. | July 2010 | Programme Leader | management information system redesigned so that all students are directed to use the online knowledge base and student forum for each module. | Annual Review meeting | Student feedback |
| <ul style="list-style-type: none"> students are given very prompt feedback on assessments. The external examiner complimented the excellent practice of tutors offering advice that not only feeds back on work completed, but also feeds forward | Seek to disseminate this practice across UPC as a model of good practice | September 2011 | Moustraining/ College/UPC | The University acknowledges the practice and disseminates it to other partner colleges. | College Annual Review meeting | Evidence by UPC at Faculty Board |

| John Kitto Community College action plan relating to the Summative review: January 2010 | | | | | | |
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| Good practice | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
| to work the student will complete on later modules (paragraph 28) | | | | | | |
| <ul style="list-style-type: none"> The Course Information and Student Handbook clearly indicate the effective cooperation between the University, Moustraining and the College (paragraph 37) | <p>Student induction will include greater emphasis on the information available on the University website to encourage student use.</p> | September 2010 | Programme Leader | <p>Students make greater use of course information and are aware of it.</p> <p>Students</p> | Annual Review meeting | Student feedback |
| <ul style="list-style-type: none"> the development of module content and information is a responsive and effectively-managed process. Students find that module handbooks are very clear, accurate, accessible and easy to follow (paragraphs 37, 41). | <p>Module handbooks are reviewed on an ongoing basis, taking all student comments into account.</p> | Ongoing | Moustraining | <p>Students continue to express their satisfaction as new Handbooks are produced.</p> | Award Board | External examiner |

| John Kitto Community College action plan relating to the Summative review: January 2010 | | | | | | |
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| Advisable | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
| <p>The team agreed a number of areas where the College should be advised to take action:</p> <ul style="list-style-type: none"> ● develop the College's own monitoring and enhancement processes to encompass its higher education provision, building on the existing partnership-based quality assurance procedures (paragraph 10) ● ensure that student data, including module outcomes, progression and withdrawals across the programmes, is used systematically to inform annual monitoring (paragraph 14). | | | | | | |
| | Institute regular formal meetings between the Programme Coordinator and his line manager to focus on monitoring student progress internally | April 2010 | Assistant Principal | Meetings established and minuted | College governors | |
| | In future, the College and Moustaining handbook will make more specific reference to the Academic Infrastructure. UPC to provide staff development to assist with this process | September 2010 | Programme Leader and University of Plymouth Colleges Faculty, Blended Learning Coordinator | Students are able to demonstrate an awareness of Academic Infrastructure | College BOIS meetings | |

| John Kitto Community College action plan relating to the Summative review: January 2010 | | | | | | |
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| Desirable | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
| The team agreed the following areas where it would be desired to take action: | | | | | | |
| <ul style="list-style-type: none"> ● pay more attention to the Academic Infrastructure in order to provide a clearer context for dialogue between partners regarding the management of the quality of learning opportunities (paragraph 20) | All teamwork and development opportunities will be recorded, reported and monitored at Annual Review meeting. | November 2010 | Programme Leader and University of Plymouth Colleges Faculty, Blended Learning Coordinator | Report available at Annual Review | Annual Review meeting | |
| <ul style="list-style-type: none"> ● keep a more systematic record of teamwork and development opportunities undertaken by staff (paragraph 32). | Engage with UPC staff development opportunities as required | | | | | |

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