



# **Integrated quality and enhancement review**

**Summative review**

**Newham Sixth Form College**

**July 2010**

**SR105/2009**

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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 Newham Sixth Form College carried out in July 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:

- the College's work with the University to develop programmes to encourage wider participation and provide opportunities for local students to progress to higher education
- the high quality of support students receive from staff to encourage their progression in higher education is highly appropriate for the College's widening participation strategy.

#### 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:

- set up a more formal management process and reporting structure for the management of academic standards should it decide to develop higher education programmes
- set up a more formal management process and reporting structure for the management of the quality of learning opportunities should it decide to develop higher education programmes
- set up a formal system for ensuring the accuracy and completeness of public information should it decide to develop higher education programmes.

## A Introduction and context

1 This report presents the findings of the Summative review of higher education funded by the Higher Education Funding Council for England (HEFCE) conducted at Newham Sixth Form College. The purpose of the review is to provide public information about how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes which the College delivers on behalf of the University of East London. The review was carried out by Ms Maxina Butler-Holmes, Ms Ann Marie Colbert and Mr John Holloway (reviewers), and Mr Philip Markey (coordinator).

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

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

4 Newham Sixth Form College (the College) is located in the heart of East London. The College was established in 1992 to increase opportunities for school leavers in Newham and neighbouring boroughs who choose to stay in education. It specialises in working with young people aged 16 to 19 who have recently progressed from year 11 at school. The College has grown and developed over the past 16 years and currently has more than 2,300 students on a range of courses, including GCE A-levels, vocational programmes at advanced, intermediate and foundation level, as well as a selection of school-link and English for Speakers of Other Languages programmes.

5 The College has had an established relationship with the University of East London, grounded in its commitment to serving the borough's communities, and in particular its young people and their education and training, to research, and to the development of a creative college. The University's degree programmes in performing arts have grown out of the collaborative work between the College and the University, with the College having proposed and written a range of provision from further education level 2 to level 4. This included community arts provision and an HND programme, which the College subsequently managed in collaboration with the University. Over a period of time, key staff, including the College's Arts Development Manager and module leaders, have transferred to the employ of the University. With this transfer of skills and expertise, the overall management control of these programmes has moved entirely to the University. Collaborative work on extended degree programmes in business, law, social sciences, and creative and media has evolved in recognition of expertise among college staff in embracing non-traditional learners and the development of independent study skills. All the programmes are delivered on the university campus and at the arts centre, Stratford Circus. Currently, 11 members of staff contribute to the teaching and assessment of a range of modules offered by the University of East London's School of Humanities and Social Sciences and by the Business School. College staff deliver modules to 114.9 full-time equivalent students (FTEs).

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6 The College provides staff who teach or share teaching on the following modules of the programmes listed. All programmes are awards of the University of East London. The number of FTEs per programme is given in brackets.

- BA (Hons) Community Arts Practice (28)
- BA (Hons) Theatre Studies (47)
- BA (Hons) Theatre Studies (International) (14)
- BA (Hons) Dance: Urban Practice (72)

### Modules:

- Performance Lab (20)
- Acting Process (3.2)
- Contemporary Performance Dance (4)
- Interdisciplinary Project (15.2)
- Understanding Cities and Communities (8.7)
- Society and Self (10)
- Studying in Higher Education (14.8)
- Creative Production (Dance and Drama Element) (5.7)
- Introduction to Film and Videos Studies (8.5)
- Business Feasibility Study (6.5)
- Contemporary Business Issues (6.3)
- Business Economics (5.8)
- Law (6.2)

## **Partnership agreements with the awarding body**

7 Memorandum agreements have been in place since 1999. The agreements have been reviewed on a regular basis. In September 2009, the University informed the College of its decision to withdraw from all collaborative delivery. The agreement will be terminated at the end of the academic year 2009-10 for the performing arts and the extended degree programmes.

## **Recent developments in higher education at the College**

8 The College will cease delivery of higher education modules from 2010-11. The College notes that it will restart the delivery of higher education programmes only when it has identified a market that is based on internal progression for the full-time 16-18 year old and adult students and then only for programmes for which it has direct programme management responsibility. This is likely to be the development of Foundation Degrees or HNDs, but no such provision is currently being developed or planned.

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

9 Students did not provide a written submission. The University provided a written submission used in its recent Institutional audit. The review coordinator was able to meet some students from the business and law programme at the preparatory meeting. These students were positive about their experiences. There was no opportunity to meet students from other programmes, although students from all programmes listed in paragraph 6 were invited to attend.

## B Evaluation of the management of HEFCE-funded higher education

### Core theme 1: Academic standards

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

10 The College commenced delivering higher education programmes and engaged with the University in 1999. There is a Memorandum of Cooperation (the Memorandum). The Assistant Principal (Curriculum and Quality) is responsible for higher education. The College's management structure does not differentiate between further and higher education provision. Over the past five years responsibilities have moved to the University, although college teaching staff contribute effectively to the management processes. The College does not apply any overarching management responsibility for management of the higher education. At the operational level, the College's responsibility is limited to the level of individual tutors and, occasionally, issues brought to the attention of the faculty managers by awarding body link tutors. The College conducted a strategic review of higher education provision in 2007. Each faculty produced a position paper covering possible developments. These culminated in a Developing Higher Education Strategy paper. This informed the Higher Education Strategy, which was not submitted to HEFCE because the extant higher education programmes were being withdrawn by the University. However, over a period of 11 years the College and University have cooperated effectively to develop higher education opportunities for local students. The College's work with the University to develop programmes to encourage wider participation and provide opportunities for local students to progress to higher education is good practice.

11 The College does not regard itself as having a direct management role for the higher education programmes and relies on the awarding body's processes. The College is confident that these processes are robust and effective. The College regards its role as the provider of sessional staff teaching on the University's programmes. The College produces an annual self-assessment report. However, there is no reference to the higher education modules on which its staff teach or share teaching as no programme data is supplied by the University in time for inclusion in its annual self-assessment report. There have been performance reviews relating to higher education. The most recent example relates to the extended degree in business and law for 2004-05, the last year for which the University provided the College with performance data at programme level in time for inclusion in the College's annual quality cycle. Until the withdrawal of the collaborative provision, the College undertook regular observation of teaching and learning on higher education modules.

12 The key documents for the management of standards are the review and enhancement process reports. The reports are received by the faculty managers at the College. The managers sit on the Senior Leadership Team and liaise with the awarding body's link tutors. The reports look back at delivery over the previous academic year and contain information such as recruitment, retention and success rates. The reports also include an update on previous years' action plans and set actions for the following year. While College staff deal proactively with issues as they arise, this places the College's responsibility for implementing quality onto the teaching staff and module leaders.

13 The reports are further informed by the external examiners' reports. The external examiners' reports are circulated to College teachers, who may also be module leaders. The external examiners' reports are not sent to the faculty managers or other members of the Senior Leadership Team. The University's quality processes require programme teams to respond to the external examiner's report and this response is overseen by the University. However, with the exception of a reference in the review and enhancement process reports,

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there is no further formal mechanism for the external examiners' reports, or the responses to these, to be considered, or reported upon, within the College's Senior Leadership Team. The College notes that most external examiners' reports make no specific reference to the modules delivered by College staff or any reference to the College itself, and thus it is not possible for them to respond directly to the action points raised. There is currently no formal process to ensure that the College management receive external examiner reports, although teaching staff do consider the reports and include them in the review and enhancement process reports.

14 Over the past three years, the University has taken over most of the responsibilities for the management of academic standards, with college and university staff undertaking the responsibilities for the process. The self-evaluation provides a responsibility check list identifying the College's and University's responsibilities and those that are shared. At a meeting with staff and university representatives, there was discussion about the allocation of responsibilities in the list. It is recommended as advisable that, should the College develop higher education programmes in the future, it should set up a more formal management process and reporting structure for the management of academic standards. The responsibilities of the College will depend on any new Memorandum of Collaboration.

## What account is taken of the Academic Infrastructure?

15 Since the introduction of the Academic Infrastructure, the University has ensured that all programmes have taken this into account. This is a shared process with College staff, for example in the writing of programme specifications. In its self-evaluation the College states that it takes no direct responsibility for, for example, the application of any of the *Code of practice*, and that responsibility for the maintenance of all aspects of the Academic Infrastructure lies with the awarding body. At the point of original validation for the programmes currently offered, College staff made significant contribution to the development and subsequent evolution and application of the Academic Infrastructure, including the creation of validated documents, assessment strategies, and recruitment and admissions strategies. However, where College staff have module leadership responsibilities, the College is aware that staff are mentored by University link tutors and guided through the use of the Academic Infrastructure.

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

16 Since the first agreement in 1999, the Memorandum has been regularly reviewed. The Principal and the Vice-Principal or an Assistant Principal have held meetings with the awarding body to ensure there is effective management of the last cohorts enrolled under the terms of the partnership. The University has overarching responsibility for managing academic standards and the quality assurance processes and documentation associated with the process. The self-evaluation includes a responsibilities chart indicating the College's minimal shared responsibilities, which centre on the setting, marking and moderating of assignments. University programme teams work closely with college staff, who are aware of and apply the University's quality mechanisms and contribute to the production of reports. College staff participate in team meetings chaired by university programme leaders. Issues relating to assessment, student performance and learning and teaching are discussed at these meetings.

## What are the College's arrangements for staff development to support the achievement of appropriate academic standard(s)?

17 The College is committed to facilitating access to staff development activities offered by the awarding body. For example, the administrator in the University's Business School regularly circulates staff development opportunities to college staff teaching on the

business programmes. Staff development on UEL+, the virtual learning environment developed by the awarding body, has been offered and staff have attended development sessions. Under the Memorandum, the College is required to conduct staff appraisals. Some college staff have taken postgraduate programmes that are relevant for their teaching; for example, two performing arts staff have acquired master's awards.

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

18 Responsibilities for the management of learning opportunities are similar to those for the management of standards as outlined in paragraphs 10 to 14. It is recommended as advisable that the College set up a more formal management process and reporting structure for the management of the quality of learning opportunities, should it decide to develop higher education programmes. The responsibilities of the College will depend on any new Memorandum of Collaboration.

19 All programmes make effective use of formal and informal student evaluations to manage the quality of learning opportunities. For example, in the Humanities and Social Sciences Extended Degree Year Zero, evaluations are derived from four sources. There are official programme review forms provided by and returned to the University after teaching staff have summarised the responses. Students also meet with teaching staff and provide evaluations. Informal feedback is gathered in module workshops where students meet staff on a one-to-one basis or in small groups. Assessments are also used to obtain feedback where students are able to make comments in feedback sessions. Other programmes also use the evaluation forms and make use of plenary sessions to facilitate the sense of the 'journey' of the module and make use of flip charts to note student evaluations. In all cases, the feedback is discussed at programme team meetings. Staff provided examples of how student evaluations had been used to enhance learning, for example by the introduction of interactive presentations in classes. Students said that they are aware of how they can contribute to the evaluation of their learning.

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

20 The responsibilities of the College are confirmed in the Memorandum. This document has been renewed biannually, with the College now operating under the 2008 revised version. In respect of students receiving appropriate learning opportunities, the College does not directly assure itself that it is fulfilling its obligations to its awarding body. However, the College relies upon strong links between college teachers and the awarding body's link tutors and programme leaders to offer assurance that the current arrangements are sufficiently effective. Other mechanisms include the annual Financial Annexe, issued by the awarding body, whereby the University identifies the teaching requirements to be supplied by the College on higher education programmes for the following year. The details of the Financial Annexe are informed by projected class sizes, student feedback and qualitative review of college teachers by awarding body staff. The College relies on the awarding body to inform them of issues, either as they occur or through the

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review processes. The review and enhancement process reports provide a further mechanism for ensuring that students receive appropriate learning experiences.

21 It is a requirement of college teachers that they contribute to the processes of assessment as requested by the University. The annual writing of assignments and, where relevant, exam questions is undertaken by college staff who act as module leaders. The University's quality processes are applied similarly by college staff as they are by university staff for the management of the quality of learning opportunities. The verification of assignments and exam questions is carried out effectively to ensure that assessment contributes to student learning.

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

22 The University has ensured that all newly validated programmes have taken account of the Academic Infrastructure with reference to the quality of learning opportunities. It has also familiarised staff with changes to the parts of the Academic Infrastructure. See also paragraph 15.

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

23 The College does not have its own learning and teaching strategy for higher education, but relies on the University's strategy. The main formal reporting systems do not specifically identify modules or activities taught by college teachers, nor does the University forward end-of-module student feedback or external examiners' reports directly to the College's Senior Leadership Team. However, there are mechanisms used by the College to assure itself that it is fulfilling its teaching and learning obligations to the University. Most important are teaching observations. Here, the College applies a system based on the Ofsted grading system for further education. Once it was established that the College's contribution to higher education programmes was to end, a decision was made not to develop observations with reference to higher education teaching observation during 2009-10, as the College believes that the process focuses on future improvements that are no longer relevant.

24 Programme teams consider learning and teaching matters. Teachers are released by the College to attend university programme team meetings. These meetings inform the reporting process. Where operational issues occur that affect college staff and the students, these will normally be managed by the relevant teacher in consultation with university staff. Business and law students were positive about their learning experiences, saying that staff offered challenging experiences, clear guidance and made effective use of learning materials, including case studies. The team was not able to consider the views of other students in humanities, social sciences and performing arts.

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

25 The expertise of college staff has led to several programmes being created or enhanced. For instance, expertise in widening participation and pedagogy led to the development of the extended degree programme. Here, staff have been able to contribute to the curriculum and embed appropriate support mechanisms into their teaching. For example, students report to staff that the audit and review techniques and reflective logs used by social sciences teachers are highly supportive for their learning. Coordination of pastoral support is the responsibility of the awarding body. Academic support at modular level is, to a large extent, the responsibility of the class teacher. All College staff are expected to offer one tutorial hour for each two hours of class contact. The awarding body has identified additional assignment support for students on the extended degree in business and law. Staff report that this extra support is of equal amount to class contact time and so for these students, for each two hours of contact, college teachers are required to offer three hours of academic

support. The high quality of support students receive from staff to encourage their progression in higher education is highly appropriate for the College's widening participation strategy and is good practice.

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

26 Staff on the performing arts programme have attended training sessions organised by the University, which have focused on the development of teaching and learning strategies. All staff have attended sessions on how to make use of the University's virtual learning environment, UEL+, to develop learning materials for students. See also paragraph 17.

**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?**

27 The University confirms that it is responsible for provision of all resources required to support the programmes, including accommodation, equipment, programme documentation, and library and computer facilities on its campus. In addition to the facilities offered by the University, the College manages Stratford Circus, an arts venue, in collaboration with a number of community arts organisations and the University. Much of the practical delivery of the performing arts degree modules occurs here. Business and law students stated that they were very satisfied with the learning resources, including information technology, books and specialist journals and with the opening hours of the learning resources centre. The team was not able to obtain the views of other students on learning resources.

**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?**

28 Responsibility for marketing and publicity information about programmes rests entirely with the University. There have been no revisions to the Memorandum regarding published information to reflect more closely the changes in the relationship between the College and the University, as recommended in the Developmental engagement, because the collaboration is due to cease at the end of 2009-10.

29 Responsibility for information on students' welfare, occupational health and safety, careers guidance, counselling services and student services resides with the University. Similarly, information to students in relation to complaints, appeals and assessment is the responsibility of the University. Responsibility for information to students about the programmes is shared between the College and the University as noted in the Memorandum. In practice, information provided to students by the College is limited to the setting of assessments and the preparation of module guides. Annual updating of module guides is a product of university and college staff. College staff, some of whom are module leaders, confirmed that they are fully involved in the development of module documentation. Module leaders consult with teaching staff involved in module delivery to update the guides prior to approval by the University. Business and law students confirm the value of module guides. These provide clear information about assessment and the support available in a format accessible and helpful to students.

**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?**

30 Responsibility for marketing and publicity materials rests entirely with the University. The College shares responsibility for the production of module guides, the arrangements for assurance of accuracy and completeness of which resides with the University. The College does not provide any information on higher education in its prospectus and has removed any references to higher education from its website. It is recommended as advisable that the College set up a formal system for ensuring the accuracy and completeness of public information should it decide to develop higher education programmes. The responsibilities of the College will depend on any new Memorandum of Cooperation.

**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**

31 The Development engagement took place in June 2009. The lines of enquiry were as follows:

- How does the College assure itself that assessment procedures are implemented consistently and equitably?
- How effective is feedback given to students on assessment to their future learning?
- How transparent, accurate and comprehensive is information on assessment that is given to students?

32 The Developmental engagement identified four areas of good practice. First, there is the proactive engagement of staff in developing a sense of partnership with the awarding body, which contributes significantly to the effectiveness of assessment. The College is also supportive of staff in attending staff development sessions at the awarding body to enhance assessment. Formative feedback is embedded into the delivery and assessment of modules and carefully tailored to the subject provision; this results in timely feedback which allows students to improve their performance within the same module. Finally, college staff regularly exceed their timetabled commitments in making themselves available to students for formative feedback on assignments and guidance on assessment; this more than compensates for the fact that staff are based at different institutions from the students.

33 There were three recommendations. The College was advised to engage in dialogue with the awarding body to resolve logistical issues that can limit the time college staff have available for marking. This no longer applies since the University has ended the collaboration. There were two desirable recommendations. The College was advised to open a dialogue to agree revisions to the Memorandum, so that it reflects more closely the changes in the relationship between the College and the University and acknowledges the College's desire to develop its higher education provision. However, the Memorandum will end at the end of the academic year 2009-10. The College was also recommended to ensure that there is a clear and more consistent relationship between learning outcomes and assessment criteria and the written feedback provided for students. This has been resolved.

## **D Foundation Degrees**

34 The College does not offer Foundation Degrees.

## E Conclusions and summary of judgements

35 The Summative review team has identified a number of features of good practice in Newham Sixth Form 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 East London.

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

- the College's work with the University to develop programmes to encourage wider participation and provide opportunities for local students to progress to higher education (paragraph 10)
- the high quality of support students receive from staff to encourage their progression in higher education is highly appropriate for the College's widening participation strategy (paragraph 25).

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

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

- set up a more formal management process and reporting structure for the management of academic standards should it decide to develop higher education programmes in the future (paragraph 14)
- set up a more formal management process and reporting structure for the management of the quality of learning opportunities should it decide to develop higher education programmes in the future (paragraph 18)
- set up a more formal system for ensuring the accuracy and completeness of public information should it decide to develop higher education programmes in the future (paragraph 30).

39 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.

40 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.

41 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.

Newham Sixth Form College action plan relating to the Summative review: July 2010						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
In the course of the Summative review the team identified the following areas of <b>good practice</b> that are worthy of wider dissemination within the College:						
• the College's work with the University to develop programmes to encourage wider participation and provide opportunities for local students to progress to higher education (paragraph 10)	Given the University's decision to withdraw from all collaborative provision, the College has no immediate opportunities to consolidate this aspect of good practice with the University within the context of higher education provision					
• the high quality of support students receive from staff to encourage their progression in higher education is highly appropriate for the College's widening participation strategy (paragraph 25).	Given the University's decision to withdraw from all collaborative provision, the College has no immediate opportunities to consolidate this aspect of good practice with the University within the context of higher education provision					

Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team agreed a number of areas where the College should be <b>advised</b> to take action						
• set up a more formal management process and reporting structure for the management of academic standards should it decide to develop higher education programmes in the future (paragraph 14)	The College has previously recognised the requirement for formal quality processes specific to the requirements of higher education programmes that it might manage in the future. However, the College has no current plans for developing higher education provision for which it would have management responsibility					
• set up a more formal management process and reporting structure for the management of the quality of learning opportunities should it decide to develop higher education	The College has previously recognised the requirement for formal quality processes specific to the requirements of higher education programmes that it might manage in the future. However, the College has no current plans for developing higher education					

programmes in the future (paragraph 18)	provision for which it would have management responsibility					
• set up a more formal system for ensuring the accuracy and completeness of public information should it decide to develop higher education programmes in the future (paragraph 30).	The College has previously recognised the requirement for formal quality processes specific to the requirements of higher education programmes that it might manage in the future. However, the College has no current plans for developing higher education provision for which it would have management responsibility					

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