Integrated quality and enhancement review

Summative review

Leyton Sixth Form College

May 2012

SR 057/12

Preface

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

Purpose of IQER

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

The IQER process

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

Developmental engagement

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

The main elements of a Developmental engagement are:

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

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

Summative review

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

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

Evidence

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

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

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

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

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

Outcomes of IQER

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

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

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

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

Executive summary

The Summative review of Leyton Sixth Form College carried out in May 2012

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

Good practice

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

- the improved, regular and effective communication between the Programme Leader and the Link Tutor which has enhanced the relationship between the partners and developed much improved management of the programme
- the high level of engagement and effective use of the relevant sections of the *Code of practice* of the Academic Infrastructure concerning the Foundation Degree
- the range and take-up of opportunities for staff development both within the College and externally which contributes to the quality of teaching and learning and facilitates the dissemination of good practice.

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:

- implement the Employer Engagement Action Plan as soon as possible.

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

- ensure that students are clear about the timing of feedback and that feedback is provided to help promote learning and facilitate improvement
- review the content of its virtual learning environment to ensure consistency and timeliness of the information available
- take account of the views of employers and students in the assurance of the accuracy and completeness of the public information.

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 Leyton Sixth Form College (the College). The purpose of the review is to provide public information about how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to the programme that the College delivers on behalf of the University of East London (the University). The review was carried out by Ms Dorothy McElwee, Dr Philip Bentley (reviewers) and Mr Martin Hill (coordinator).

2   The Summative review team (the team) conducted the review in agreement with the College and in accordance with *The handbook for Integrated Quality and Enhancement Review* (the handbook), published by QAA. Evidence in support of the Summative review included documentation supplied by the College and its awarding body, a meeting with students and a teleconference meeting with staff. There was no Developmental engagement at the College. The Summative review was conducted by a desk-based study. The review also considered the College's use of the Academic Infrastructure, developed by QAA on behalf of higher education providers, with reference to the *Code of practice*, subject and award benchmark statements*,* the FHEQ and programme specifications.

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

4   Leyton Sixth Form College is located in Waltham Forest, North East London. The mission statement of the College is 'working within a safe, welcoming and stimulating environment, which embraces diversity and promotes respect, we help students fulfil their academic potential and become thinking, questioning and caring members of society.' The College caters for those aged 16-18 years studying a wide range of A-level and vocational programmes and has 1,859 full-time and 42 part-time students.

5   The Foundation Degree in Child Care and Education attracts students who, on successful completion, can apply for appropriate employment at advanced childcare practitioner level in early years settings. Students also have the opportunity to complete a third year at the University of East London to achieve a BA (Hons) in Early Childhood Studies or a related degree. The programme is based within the Department of Care Management in the College. There are four part-time staff teaching on the higher education provision, and a higher education administrator. The College's higher education provision in May 2012 consists of the following.

University of East London

- Foundation Degree in Child Care and Education (39 full-time students).

Partnership agreements with the awarding body

6   The Foundation Degree in Child Care and Education is a two-year level 4 and 5 qualification which is validated by the Cass School of Education and Communities at the University of East London. It has been validated by the University since 2005 with a successful re-validation in March 2011.

Recent developments in higher education at the College

7   A learning resources centre has recently been created in new buildings at the College to give students better access to higher education resources.

Students' contribution to the review, including the written submission

8   Students studying on the higher education programme at the College were invited to present a submission to the team. A submission was forthcoming which the team found useful. At the preparatory meeting a representative sample of students from the programme met the Coordinator and the QAA Review Support Officer, and shared their views on the programme. This was helpful in identifying students' concerns to the team.

B   Evaluation of the management of HEFCE-funded higher education

Core theme 1: Academic standards

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

9   The collaborative agreement between the College and the University details the obligations of both parties for the management of the higher education provision, and is subject to five-yearly reviews. The College responsibilities include managing programme delivery, teaching, programme development, marketing, and student administration, and operating quality assurance procedures. Re-validation of the Foundation Degree in 2011 and the appointment of a new Programme Leader provided the opportunity to review the provision to enhance academic standards further. An action plan was developed in 2011-12 to bring the Foundation Degree fully in line with the University's assessment and engagement policy, and clarify staff responsibilities and procedures.

10   The Programme Manager for Care reports to the Vice Principal for Curriculum who is responsible for the quality assurance of academic standards. Quality assurance is monitored through the management and programme committee meetings. The Programme Leader has developed close and effective links with the Link Tutor at the University to liaise on quality issues. Regular communication between them ensures a mutual understanding. New fixed-term contracts enable staff to have delegated operational responsibilities for the programme. College staff can now contact University staff directly and do so with confidence. For example, the Programme Leader is in direct contact with the University Registrar and the University admissions team. There is a continuing effort to standardise College arrangements and align these fully to University processes and procedures. The team concludes that there is good practice in the improved, regular and effective communication between the Programme Leader and the Link Tutor which has enhanced the relationship between the partners and developed much improved management of the programme.

11   The Programme Manager for Care prepares an Annual Self-Assessment Report which provides an overview of the quality of the provision. It includes comments on progress and impact measured against the criteria outlined in the College document, Key Features of

the Outstanding Programme Area. The report is reviewed by the College Manager for Quality and Progression and the Senior Management Team.

12   The Programme Leader also produces an annual report, Review and Enhancement Process for Collaborative Programmes, which is a University requirement. This includes analysis of the external examiner's report and key issues that need to be addressed. This report is received by the University of East London Quality Team and the Link Tutor. An action plan is developed by the University and progress on this is regularly monitored by the Programme Leader and the Link Tutor through formal meetings on a three-monthly cycle. The team concludes that there are effective mechanisms to secure academic standards, with strong leadership from the Programme Leader.

What account is taken of the Academic Infrastructure?

13   The programme team demonstrated a good knowledge and understanding of the Academic Infrastructure. It is promoted through the policies of the College, such as the single equality scheme and the assessment and academic appeals policies. Team members reported that the Academic Infrastructure is central to the Foundation Degree. They engage with the relevant sections of the *Code of practice* that deal with work-based learning, writing module guides, moderation processes, benchmarking for teaching, learning and assessment, and providing guidance on information required by external examiners. The review team concludes that there is a high level of engagement and effective 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 body?

14   The external examiner receives examination and coursework scripts prior to the assessment board and reports to the Programme Leader, who responds to any emerging actions and reviews progress with the Link Tutor. External examiner reports are generally positive and first and second marking by the College staff is reported to be consistent and detailed. The external examiner confirms that academic standards are appropriate to the subject and level. The reports also note that assessment strategies and the standard of student work have improved. In 2009-10 the external examiner commented on the need to address referencing more extensively. This has been acted upon, and referencing is a significant part of the compulsory critical reading and writing module, which is also available on the virtual learning environment. Where feedback indicates difficulty with referencing, students are directed to further tutorial support.

15   Module handbooks have been reviewed during the current academic year, to ensure the consistency of language. Module specifications are currently being updated using a template to reflect more generic content agreed with the University and to demonstrate the link between work-based learning and summative assessment. The revised module specifications will be available at the end of this academic year.

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

16   The Manager for Quality and Progression is responsible for monitoring staff development. The University's learning, teaching and assessment strategy 2009-12 notes the importance of staff engagement in continuing professional development in attaining and upholding standards. The College strives to reflect this policy. There are considerable opportunities for staff to engage in development and they provide effective mechanisms to

disseminate good practice. There are collaborative partnership conferences with the University, subject-specific conferences, monthly programme team meetings, module evaluations, and a cycle of observations, including peer observations.

17   Programme staff are involved in cross-college working groups convened to consider and develop professional learning communities. They are members of the teaching and learning focus groups and the information technology user group. The programme team is involved in a number of committees, including the Academic Board, the Health and Safety Committee and the Joint Negotiating Committee. These offer opportunities for continuous professional development.

> **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 award 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 the higher education programme delegated within the management structure and what reporting arrangements are in place?

18   The management of the quality of learning opportunities is detailed in the partnership agreement described in paragraphs 9 and 10. There are termly programme committee meetings which review student feedback as well as developments, such as the new documentation and consideration of student feedback. There are also monthly programme team meetings which deal with student progress, marketing and recruitment issues.

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

19   Details of the how the College fulfils the requirements of the awarding body are in paragraphs 11, 12, 14 and 15. The Programme Leader monitors retention data and reports annually to the University. Retention data is also discussed at monthly programme team meetings where trends are identified and addressed.

What account is taken of the Academic Infrastructure?

20   Details of how the College takes account of the Academic Infrastructure are described in paragraph 13. The self-evaluation document identified a range of staff who are involved in the promotion of the Academic Infrastructure including the Examinations Officer, the Careers Officer, and the Head of Quality and Progression. The Academic Infrastructure acts as a framework for the monitoring and review of the programme.

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

21   The Programme Manager for Care and the Programme Leader have responsibility for monitoring the quality of teaching and learning. Teaching observations are conducted by the Principal, Head of Quality and Progression and the Programme Leader. The College uses the same documentation and criteria to conduct observations across the College and

these are contained in the lesson observation guidance notes. Observations of the actual sessions are contextualised to reflect the different types of teaching, autonomous learning and assessment. The College has a three-year cycle of lesson observation with formal observation in the first year, peer observation from another subject area in the second year, and internal peer observation in year three. The College follows the University Learning, Teaching and Assessment Strategy, and the College's own guidelines on teaching and learning. There is an opportunity for students to comment on the quality of teaching and learning in tutorials and module evaluations. The University assessment boards include opportunities for student feedback on teaching and learning.

22   There is a well articulated procedure for ensuring that marking of coursework is fair, open and consistent. There are opportunities for formative assessment, which have recently been more strictly defined following recommendations from the University. Students expressed concerns, in both their written submission and their meeting, that the receipt of grades and feedback can be too late. They also commented that following the submission of early work they would welcome more formative feedback. The University Assessment Policy states that feedback should be timely and as soon as possible after the student has completed the assessment task. Feedback on formative assessment should be given in time for students to make use of it prior to summative assessment. The team consider it desirable that students be made clear about the timing of feedback and that feedback is provided to help promote learning and facilitate improvement.

23   The College selection and recruitment policy defines the criteria for staff appointments. It is expected that all appointees will have a First degree and a teaching qualification, or a willingness to undertake one. A subject-specific master's level qualification is considered to be desirable for higher education posts. The Link Tutor is part of the interview panel for new appointments and receives the curricula vitae for new members of staff. New members of staff receive a comprehensive initial induction and further induction sessions throughout their first year.

24   Students are responsible for ensuring they have an appropriate placement in an early years setting. If they have difficulties finding a work placement, the College will provide support and is currently developing an employer database as an information source for placements. At present, the work-based learning tutor and students inform employers of the requirements of the programme and the schedule of support and assessment visits. There is a draft work-based placement learning handbook written in accordance with of the *Code of practice, Section 9: Work-based and placement learning* which is progressing through the College's quality assurance processes. This outlines the structure of the programme, the responsibilities of the students, the employer and the College, policies and procedures, and relevant contacts. Students suggested that it may be helpful if employers were advised of what was expected of them, including an agreement regarding their support. There are plans to establish an Advisory Board as part of the employer engagement action plan which would further inform the curriculum and enhance links with employers from the sector. The team considers it advisable for the College to implement the Employer Engagement Action Plan as soon as possible.

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

25   New students attend induction to gain an understanding of the academic standards and demands of the programme. Students have access to the learning support resources in the College. The Programme Leader plans to formalise the learning support involvement in induction to ensure better awareness of this resource. Induction also provides an opportunity to inform students of the academic appeal and complaints procedures and students were clear about these. Students are encouraged to reflect on their own learning and progress in

self-report forms attached to all modules and in critical review charts which review their overall progress.

26   All students are required to arrange and attend at least one tutorial per term. Students stated that tutors were very accessible personally or through email. Students were confident that the pastoral system works well. While on work placement, students are visited once each term. Student support strategies are evaluated through monthly College Academic Boards as well as through programme reviews and Senior Management Team Meetings in the College.

27   The College seeks student views in a number of ways including student representation at programme committee meetings and through programme and module evaluation forms. Students felt that the College was very responsive to concerns that they raised. Changes had been initiated including an improved allocation of rooms. While on placement a mentor supports and guides the students' professional and personal development. In addition students find a 'critical friend' who is an experienced person currently in the field of childcare and education with whom they can discuss their Foundation Degree work.

28   In 2009 and 2010, 62 to 65 per cent of completing students progressed to the third year BA Early Childhood Studies at the University of East London. Students also have access to careers choices guidance through the University of East London careers office and to advice from the programme team. Employer engagement forums are planned which will facilitate inputs and advice for career progression.

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

29   Staff development is well supported through collaborative partnership conferences which also enable the dissemination of good practice. Examples of effective teaching strategies are discussed and shared between lecturing staff through staff development activities and uploaded onto the virtual learning environment. The University of East London also provides a good range of opportunities to access professional development. The Link Tutor is helpful in identifying staff development needs in relation to the delivery of the programme and, where appropriate, participates in staff development. The team noted that a comprehensive and useful range of staff development opportunities have been offered and attended during 2011-12.

30   The College monitors and evaluates the effectiveness of staff development through the completion of staff evaluation forms. These are measured against targets that have been identified during staff reviews. Annual reviews with staff are conducted by the Programme Leader and this generates a specific professional development action plan. Evaluative comments on staff development are recorded in each department's end-of-year report where further training needs are reviewed. The team concludes that there is good practice in the range and take-up of opportunities for staff development both within the College and externally through the University. This contributes to the quality of teaching and learning and facilitates the dissemination of good practice across the provision.

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

31   Students indicated that the College learning resources centre contains comprehensive resources and they have access to a very generous book bursary.

The relocation of rooms to a newly refurbished building has enhanced the student learning experience. This ensures that students have closer access to the library, the staff team office, and to the canteen facilities. College library opening hours have recently been extended. Students also use the University of East London online library, which they find useful. In the students' written submission, students commented that they are well equipped in their learning by a list of resources and indicative reading lists, and websites included in the student handbook.

32   All College students have access to the same online learning resources as their University of East London counterparts. The virtual learning environment at the University of is comprehensive but students noted some inconsistencies in content and availability for the college virtual learning environment. The College virtual learning environment provides programme guides and essential information as well as grade descriptors, module guides and the student handbook. The review team considers it desirable that the College reviews the content of its virtual learning environment to ensure consistency and timeliness of the information available.

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

Core theme 3: Public information

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

33   The collaborative agreement requires the College to produce information for students in electronic or paper format and to manage the marketing and publicity of the programme. All materials and advertising must be approved by the University. The University provides the programme specification and students have a module learning guide outlining the module learning outcomes and assessment tasks. Students reported that they find the handbooks useful in detailing outcome requirements.

34   Information is provided in the student handbook, the tutor feedback guide and module specifications. Students confirmed that the virtual learning environment provides them with the latest news about their programme although they commented that there were potential problems for students with learning difficulties and noted that not all lectures are posted immediately. There is not yet a formal mechanism for receiving feedback on the accuracy of information from 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?

35   The College and the University jointly verify the accuracy of publicity materials for the programme, including those on the website. The marketing team in the College assures the accuracy of information of the College prospectus. The programme leader liaises with the marketing department, the admissions department, the University Link Tutor, and relevant departments at the University to assure accuracy of information about the programme. During 2011-12, a number of revisions have been made to the programme information. Promotional materials now have the logos of both partners, and the flyer and websites have been updated to reflect revised entry criteria. A Foundation Degree

application form is available on the website and the programme specification has been revised.

36   With the developments in employer engagement, the College plans to provide a handbook which will provide public information on the programme, policies, roles and responsibilities, assessment, guidance, visits, and contacts. The team concludes that it is desirable for the College to take account of the views of employers and students in the assurance of the accuracy and completeness of the public information it publishes.

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 programme it delivers.

C   Summary of findings from the Developmental engagement in assessment

37   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

38   The Foundation Degree in Child Care and Education is offered as a two-year qualification which is validated by the Cass School of Education and Communities at the University of East London. It has been validated by the University since 2005 with a successful re-validation in March 2011. The programme is based within the Department of Care Management. There are four part-time staff teaching on the higher education provision, and a higher education administrator. There are 39 full-time students on the programme; 20 in the first year and 19 in the second year.

39   The College has no plans to offer other Foundation Degrees.

40   The team's findings and conclusions relate to the College's higher education provision, which is the Foundation Degree that it offers on behalf of its awarding body.

E   Conclusions and summary of judgements

41   The team has identified a number of features of good practice in the College's management of its responsibilities for academic standards and for the quality of learning opportunities of the award 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.

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

- the improved, regular and effective communication between the Programme Leader and the Link Tutor which has enhanced the relationship between the partners and developed much improved management of the programme (paragraph 10)

- the high level of engagement and effective use of the relevant sections of the *Code of practice* of the Academic Infrastructure concerning the Foundation Degree (paragraphs 13 and 20)
- the range and take-up of opportunities for staff development both within the College and externally which contributes to the quality of teaching and learning and facilitates the dissemination of good practice (paragraphs 16, 17, 29 and 30).

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

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

- implement the Employer Engagement Action Plan as soon as possible (paragraph 24).

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

- ensure that students are clear about the timing of feedback and that feedback is provided to help promote learning and facilitate improvement (paragraph 22)
- review the content of its virtual learning environment to ensure consistency and timeliness of the information available (paragraph 32)
- take account of the views of employers and students in the assurance of the accuracy and completeness of the public information (paragraph 36).

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

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

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

Leyton Sixth Form College action plan relating to the Summative review: May 2012						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
In the course of the Summative review the team identified the following areas of **good practice** that are worthy of wider dissemination within the College:						
• the improved, regular and effective communication between the Programme Leader and the Link Tutor which has enhanced the relationship between the partners and developed much improved management of the programme (paragraph 10)	Establish agenda items prior to monthly meetings held between Link Tutor and Programme Leader; set actions to be taken and target dates	September 2012	Programme Leader	Action targets to be met and minuted accordingly	Programme Manager Programme Committee Meeting Course Team	Annual Review & Enhancement Process Form for Collaborative Programmes to determine targets and actions met
• the high level of engagement and effective use of the relevant sections of the *Code of practice* of the Academic	Review module specifications and programme specifications to ensure constructive alignment across the curriculum map	May 2013	Programme Leader Link Tutor	Constructive alignment with University of East London Curriculum Map	Programme Manager Head of Quality and Progression Vice Principal	A potential re-validation of the programme to incorporate updated programme specifications

Infrastructure concerning the Foundation Degree (paragraphs 13 and 20)						should bring about a common approach to the teaching of the degree
• the range and take-up of opportunities for staff development both within the College and externally which contributes to the quality of teaching and learning and facilitates the dissemination of good practice (paragraphs 16, 17, 29 and 30).	Course team to participate in continuing professional development in the College and continuing professional development offered by the University of East London and outside agencies; course team to also undertake sector training	May 2012	Programme Leader Course team	Evaluation of continuing professional development to be reviewed Positive student feedback Staff commitment levels maintained and enhanced	Programme Manager Director of Personnel Vice Principal	Analysis of student feedback to determine the quality of teaching and teaching and learning; observations of teaching and learning of staff team to also inform quality of teaching and learning
Advisable	**Action to be taken**	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
The team considers that it is **advisable** for the College to:						
• implement the Employer Engagement Action Plan as soon as possible (paragraph 24)	Professional panel to be identified and confirmed by University of East London and the College	September 2012	Programme Leader Link Tutor	Meetings to be operational	College Management Team Programme manager Vice Principal	The aim of the meetings are to ensure that sector professionals form as an advisory board to ensure teaching and learning continue

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
						to be relevant to the professional sector
The team considers that it is **desirable** for the College to:						
• ensure that students are clear about the timing of feedback and that feedback is provided to help promote learning and facilitate improvement (paragraph 22)	Student handbook to include dates for submission and hand back	September 2012	Programme Leader	Production of handbook and timetable of dates available to students and available on Virtual Learning Environment	Programme Manager Link Tutor	This will ensure students are fully aware when assignments are due for submission and when assignments will be returned back to students
• review the content of its virtual learning environment to ensure consistency and timeliness of information available (paragraph 32)	Introduce guidelines and training for course team to support in their role of providing materials on the virtual learning environment	December 2012	Programme Leader Course Team	Information is available to students in a timely manner	Programme Management committee Programme Manager	Analysis of student feedback to determine effective usage of virtual learning environment
• take account of the views of employers and students in the assurance of the accuracy and	Seek student views at Programme Management Committee, and ensure these remain an agenda item	December 2012	Programme Leader	Information is made available to students and employer advisory board for approval	Programme Management Committee Programme Manager	Student feedback and employer feedback will be taken into consideration when preparing

completeness of the public information (paragraph 36).	Seek employer views at Employer Advisory Board Meetings				Head of Quality and Progression	public information