QAA

Integrated quality and enhancement review

Summative review

Kensington and Chelsea College

September 2010

SR 002/2010

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 Kensington and Chelsea College carried out in September 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 agreements, for the standards of the awards it offers on behalf of its awarding bodies. The team also considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreements, for the quality of learning opportunities it offers. The team considers that reliance **can** be placed on the accuracy and/or 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 systematic auditing of course files and teaching observations effectively supports the management of learning
- the use of employer engagement in assessment and feedback continues to ensure and enhance employability skills and knowledge of the sector market
- the QUID Project is an effective mechanism for identifying and disseminating good practice across the College
- the peer tutorial observation enhances the academic tutorial system and effectively supports the student learning experience
- formative feedback is encouraging, insightful and motivational and is highly valued by students across all courses
- the 'Moodle Training for KCC tutors' handbook is both comprehensive and functional, and provides an excellent reference document for staff use.

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 **desirable** for the College to:

- develop further the College assessment policy and procedures to more explicitly reflect the Academic Infrastructure
- reflect on how the different elements of the Academic Infrastructure inform teaching and assessment
- continue to develop the use of the virtual learning environment to support student learning, assessment and information needs
- review the texts held in the college libraries and ensure they meet students' stated study needs.

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 Kensington and Chelsea College (the College). The purpose of the review is to provide public information about how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes which the College delivers on behalf of Canterbury Christ Church University, Edexcel and London South Bank University. The review was carried out by Mrs Maz Stewart and Mr Nicholas Wiseman (reviewers) and Mrs Mandy Hobart (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 College policies, the College Higher Education Strategy, the student written submission, Partnership agreements, minutes of meetings, remits of higher education groups, quality assurance procedures, and 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   The College is a medium-sized further education college situated in west London with five centres in the borough of Kensington and Chelsea. The College is a major provider of education and training and is the lead provider in London for Offender Learning, as well as delivering training in business and community venues in central and west London. The College mission is 'to be a first class, first choice provider of education for learners and employers in a wide range of skills'. Students are drawn from across London and for niche market provision, such as millinery, from outside London and overseas. Provision is from entry level to level 5 for learners who range from 14 years through to adults. The College started to offer higher education programmes in response to the large number of adult art and design students who completed level 3 courses at the College and wished to study at a higher level in London, but were unable to gain places in universities. Subsequently, other art and design options have been added as well as a Foundation Degree in Early Years and teacher training provision.

5   The curriculum has expanded in recent years to include construction and engineering in addition to established courses in visual and performing arts, business and management, health and social care, beauty therapy and hairdressing, food and sport, humanities and skills for life. In 2009-10 the College had a total of 16,500 enrolments for non-secure site provision. Of these, 30 full-time places are funded directly by HEFCE and a further 112 places through franchised partnerships, representing 1.5 per cent of the student provision.

6   The following higher education provision is offered by the College with FTEs for each programme in brackets:

Canterbury Christ Church University

- Diploma in Teaching in the Lifelong Learning Sector (32)
- Diploma in Teaching in the Lifelong Learning Sector Skills for Life - English for Speakers of other Languages/Literacy (18)

Edexcel

- HNC in Fine Art (38)
- HND in Fine Art (12)
- HNC in 3D Design (Interior Architecture) (12)
- HNC in Millinery (12)

London South Bank University

- FD in Early Years (18)

Partnership agreements with the awarding bodies

7   The College is directly funded by HEFCE for some of its Edexcel provision. The long-standing arrangement with Edexcel operates under a standard agreement to offer Higher Education National Certificates and Diplomas which are delivered in line with Edexcel requirements. The College also has formal partnership agreements with Canterbury Christ Church University and London South Bank University. In the case of the London South Bank University provision in early years, the College is part of a consortium with Southwark, Lambeth and Lewisham Colleges; for the Diplomas in Teaching in the Lifelong Learning Sector, the College is part of a broader consortium. The universities have overall responsibility for academic standards and the quality of the courses but the maintenance of standards is delegated to each college within the consortium.

8   The College has delivered teaching qualifications for many years and since 2007 has been delivering the Diplomas in Teaching in the Lifelong Learning Sector in partnership with Canterbury Christ Church University. In accordance with the partnership agreement, 25 per cent of the delivery is provided by Canterbury Christ Church staff and quality assurance is managed through a more delegated system within a consortium of providers. While students have access to partner university resources, the main responsibility for resources to support learning lies with the College.

Recent developments in higher education at the College

9   Considerable progress has been made in upgrading accommodation and equipment to meet the needs of students. A new building is nearing completion at the Hortensia Centre and will include expanded library provision and new computer and internet facilities. The HND in Fine Art was introduced in September 2008 to provide a progression route for HNC students. The HND provides studio practice for self-employment and progression to the final year of a bachelor's degree with honours and to a master's degree. Changes to Edexcel Higher National programmes in 2010-11 mean that there will be significant differences in course delivery in the future.

Students' contribution to the review, including the written submission

10   Students studying on higher education programmes at the College were invited to present a submission to the team. The informative student submission document was forwarded to the team in July 2010. The submission was based on an electronic questionnaire circulated to higher education students by the marketing department, focus groups and mid-course and end-of-course reviews. All the information collected was made available to student representatives who analysed the information and compiled the submission document. The major focus was on the quality of learning opportunities and how student views are used to improve quality. Students met with the coordinator during the preparatory visit and discussed their experience of the College along with aspects of the submission itself. The meeting was very productive and highlighted positive learning experiences as well as a few concerns linked to resources. The team found the record of the student meeting useful.

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?

11   The College's responsibilities for managing higher education standards are clearly set out in the College's Higher Education Strategy and self-evaluation documents. Partnership agreements with Canterbury Christ Church University and London South Bank University and the Edexcel agreement specify the responsibilities delegated to the College for management of standards, quality assurance and reporting requirements.

12   The College has a well-defined structure for the reporting and monitoring of higher education standards. The Vice Principal Curriculum and Standards has overall responsibility for academic standards across the College and chairs the Higher Education Standards Board. Course teams retain responsibility for the management and quality assurance of their awards, while quality and academic standards are monitored by Performance Managers for each curriculum area. Minutes of course team meetings, end-of-course reviews and action plans, along with external examiner reports, feed in to Curriculum Standards Boards for Higher Education for the arts, early years and teaching training. Curriculum Standards Boards for Higher Education, to which student representatives are invited, in turn report to the Higher Education Standards Board. The College has clearly set the remits and roles of the Curriculum Standards Boards and in particular the College Higher Education Standards Board, as recommended in the Developmental engagement report.

13   Awarding bodies retain responsibility for the monitoring of academic standards through annual reviews. The annual end-of-course reviews include issues raised by students through mid-course and end-of-course questionnaires. Student issues of concern form part of the Course Review Action Plan. Action plans are internally monitored by the Higher Education Standards Board and contribute data both to the College Self-Assessment Report, and to the awarding bodies through annual reviews and external examiner reports. The College's quality assurance procedures run in parallel with those of the awarding bodies, and course directors work closely with link tutors to ensure reporting requirements

are met. Course teams are effectively supported in managing academic standards through guidance set out in the College Assessment Policy, Tutorial Policy and the Observation of Teaching and Learning Policy. There is a strong and proactive approach to internal standards monitoring of course management and delivery through regular team meetings, reviews, teaching and tutorial observation, and mid-course and end-of-course reviews with students.

What account is taken of the Academic Infrastructure?

The College is supported in engaging with the Academic Infrastructure through focused and detailed course feedback through university partners' annual reviews and external examiner reports. All higher education courses are validated by the awarding bodies in accordance with the *Code of practice* and other requirements of the Academic Infrastructure. Individual course handbooks, learning outcomes and grading criteria reflect the level descriptors for the FHEQ. The College is developing and implementing policies and procedure*s to provide grea*ter internal awareness of, and adherence to, the Academic Infrastructure to support assessment. In particular the College has developed the Assessment Policy and Practice: Use of Academic Infrastructure and Procedures for Higher Education, the College Assessment Policy, and Tutorial Policy. The FdA in Early Years and the Diploma in Teaching in the Lifelong Learning Sector courses belong to university consortiums, each with an annual cycle of quality assurance. Activities include cross-college moderation and standardisation and the sharing of good practice, which serve to reinforce adherence to the Academic Infrastructure. Where the College is responsible for ensuring that Edexcel higher national courses meet the Academic Infrastructure, staff have been responsive to comments from external examiners. Action plans help monitor, maintain and enhance good standards of assessment.

14   The College works in close partnership with both London South Bank University and Canterbury Christ Church University to develop, review and, where necessary, revise programme specifications for the FdA in Early Years and the Diplomas in Teaching in the Lifelong Learning Sector courses, to reflect professional standards and practice. This process is further supported by the dual professional status of many lecturers, who are also practitioners in their professional fields.

15   The College's Assessment Policy and Procedures: Use of Academic Infrastructure and Procedures for HE provides very clear guidance on assessment procedures and practice. However, the Assessment Policy does not make specific reference to the relevant aspects of the *Code of practice* or the FHEQ, missing a valuable opportunity to reinforce awareness of the academic standards guidance and the Academic Infrastructure. The team considers it to be desirable for the College to consider further developing the assessment policy and procedures for higher education to reflect clearly the *Code of practice* and the FHEQ. While College staff take part in developmental events organised by partner universities to analyse how assessment is carried out in higher education and to define differences between levels, the extent of engagement with the Academic Infrastructure by course teams is currently limited. Evidence from external examiner reports shows that some levels and associated grading are still too broadly interpreted. The team considers it desirable that future staff development focuses on reflecting how different elements of the Academic Infrastructure inform teaching and assessment practice to ensure consistency.

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   The College has a clear and comprehensive quality assurance procedure in the form of the College Quality Cycle. The annual Quality Cycle sets the timings of quality review activities which effectively complement the validation, review and annual monitoring activities of the awarding bodies. The College quality assurance activities include self-assessment, teaching observations, moderation and quality meetings, course file audits as well as curriculum and cross-College monitoring by the Higher Education Standards and Curriculum Boards. Evidence from external examiners' reports, consortium meetings and annual reviews confirm the College is successfully meeting its obligations for maintaining academic standards. The College was graded as having good teaching and achievement by Ofsted in 2007 and teacher training was also graded as good in 2010 through the partner university inspection.

17   The Higher Education Standards Board, comprising course directors and quality performance managers, is rigorous in its reviewing of higher education within the College. Consideration of annual reviews, external examiner reports and course action plans, along with monitoring of achievement by quality performance managers, ensures the quality of provision. The Higher Education Standards Board also encourages course directors to share good practice that supports the consistency of standards within and across courses.

18   External examiners' reports confirm that students are working at the correct academic level, and that courses conform to the Academic Infrastructure. Responses to actions arising from external examiners' reports are prepared at course team meetings and monitored by the Higher Education Standards Board and through university partner annual reviews. There is evidence of the resolution of identified actions. For example, following guidance from the external examiner and a recommendation in the Developmental engagement, higher national assignment briefs now clearly state the content/skills required to achieve individual grades, and criteria clearly differentiate between pass, merit and distinction. The briefs now provide students with the clarity to develop further their academic, vocational and/or professional skills.

19   In order to have robust quality assurance at programme level, the College Assessment Policy requires that all courses implement internal verification of assessment instruments, and moderation of student work to ensure that quality, fairness and rigour are maintained. Internal verification is scheduled within course teams and is reviewed in line with established College policy. Internal and external moderation meetings between tutors involved in assessment take place annually for review and to confirm grades.

20   The maintenance of high standards of quality assurance within the College is externally assured through meetings with higher education partners. Monthly meetings take place with the early years team at London South Bank University, and there is a regular programme of training and review meetings with Canterbury Christ Church University.

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

21   The College's Staff Development Policy and staff development records provide strong evidence of the College's commitment to continuing professional development. The College aims to ensure that all staff are appropriately qualified and supported in their continuous personal and professional development. Higher education staff development is monitored by the Higher Education Standards Board. The Staff Development Policy provides

guidelines as to how staff can engage in research and scholarly activity, including study for master's and doctoral degrees.

22   Personal and professional development needs are identified in a number of different ways including annual appraisal, work review and higher education observation of teaching and learning. Staff are encouraged, where practicable, to attend continuous professional development events organised by partner higher education institutions. Extensive training has been provided by Canterbury Christ Church University at both the College and the University to support staff in accessing new practices and national developments in teacher education. London South Bank University also offers College staff teaching on the early years course access to their own staff development programme; however, owing to the timing of the sessions, few members of the early years team have been able to attend.

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

Core theme 2: Quality of learning opportunities

How are responsibilities for managing the quality of learning opportunities for higher education programmes delegated within the management structure and what reporting arrangements are in place?

23   The College Quality Cycle clearly sets out responsibilities of the Quality Improvement Manager, Sector Performance Managers and Course Directors, specifying how responsibility for managing quality of learning opportunities is delegated to course teams and monitored across the provision. Performance managers monitor course teams' quality assurance and report to the Higher Education Standards Board, where good practice and development areas are identified and actions reviewed. Good practice and action planning are shared with awarding institutions at regular consortium meetings. The aggregation of higher education provision reports contributes to the College's Self-Assessment Report which is agreed by the College Board of Governors.

24   Course file audits are a key mechanism within the Quality Cycle and exemplify the College's commitment to 'continuous review and improvement'. Documents which support teaching and learning are sampled to highlight consistency, clarity, and sufficiency. Identified areas for improvement and exemplars of good practice are disseminated across the College. The use of Audit Files for tutorials ensures that the quality of learning and feedback is closely monitored and good practice is shared. Similarly, teaching quality is maintained and effectively supported by the lesson observation process, enhanced via peer and dual observations in the Diploma in Teaching in the Lifelong Learning Sector, and utilising higher education criteria to support peer feedback. In January 2010 a 30 per cent sample of course files across the College (including teaching observation and tutorial files) was audited by curriculum Performance Managers and Advanced Practitioners from the Quality Unit, including higher education files, and outcomes reported to the Higher Education Standards Board. The resulting discussions at sector team meetings inform the development of sector training plans. Follow-up audits in June 2010 provided confirmation of actions and subsequent improvements to course folders. The team considers the systematic auditing of course files and specific higher education teaching observations to be good practice which effectively supports the management of teaching and learning.

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

25   The College's management of its obligations to awarding bodies is set out in paragraphs 12 and 13 above. The College Quality Cycle allows managers to review and regularly evaluate the quality of higher education teaching and assessment. Higher Education Standards Boards, plus the overall College self-assessment process and action plans, ensure that matters raised by external examiners, consortium teams and partnership committees are addressed and that progress is monitored and recorded.

26   For the FdA Early Years, the London South Bank University Boards of Study fulfil a key quality assurance function. The College's Course Director attends Boards of Study tabling items that have arisen from team meetings. Edexcel programmes follow the awarding body's procedures with quality of learning and assessment assured by the external examiners. External examiner reports show that the College is effectively delivering high quality learning and assessment on all courses. Where concerns have been identified, as in the use of grading criteria, the College has put in place procedures to improve assessment practice. Student feedback also constitutes an important part of the quality assurance process. A clear example comes from the Diploma in Teaching in the Lifelong Learning Sector where students completing mid-course and end-of-course evaluations indicated that the new Professional Development Planner introduced by Canterbury Christ Church University was too long and cumbersome as a means of formative assessment. Feedback passed to the University has led to the planner being redesigned for the next academic year.

What account is taken of the Academic Infrastructure?

27   The College, along with its awarding bodies, has well defined policies and procedures to support the quality of learning opportunities in line with the requirements of the Academic Infrastructure. Guidance to staff is concisely enshrined in the College's Assessment Policy & Practice: Use of Academic Infrastructure, with appropriate references to the *Code of practice.* Staff set assignments in line with the levels of attainment expected in benchmark statements and in the FHEQ. The vocational nature of College awards means that appropriate use is made of the *Code of practice, Section 9: Work-based and placement learning.*

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

28   Staff delivering higher education courses are well qualified at graduate and postgraduate level, many maintaining current industry links and specialist vocational expertise. Fashion, fine art and interior design lecturers work as artists and designers, and staff on teacher training programmes are working lecturers. One tutor on the FdA Early Years course is a senior coordinator and practitioner in child care with a local authority. Employers work with the College providing 'live briefs' and professional evaluation of student work, both on commissions and exhibitions, particularly in the areas of fine art, millinery and interior architecture. HNC Millinery students, through work with a leading London retailer, refine their couture millinery skills and produce work to a professional standard, as well as learning how to cost their work realistically. In the last year students have won first and third prizes for craftsmanship and design through the Feltmakers Design Competition. Employer engagement is a recognised strength in the Developmental engagement report, and the College continues to build on this area of good practice. Students value the input of employers which enhances employability skills and knowledge of the sector market. Responses from student focus groups and mid-course reviews provide the College with

additional valuable information on the quality of student learning experiences. The team considers the use of employer engagement in assessment, feedback and the building of employability skills to be good practice.

29   The Quality Improvement and Dissemination (QUID) project was initiated by the Principal who also chaired the project board and reported outcomes to the Governing Body. The project took an holistic view of the College's quality systems, promoting the sharing of best practice and encouraging better communications and flexibility in managing internal and external relationships. The project has been further developed in 2010 and complements the Quality Cycle through engaging Advanced Practitioners in identifying exemplars from teaching observations and assessment, and making these available to all staff through the College intranet. The project provides a strong focus on improvement of information and guidance, which resonates with other key strategic activities including communications. For example, course guides and specifications, developed by London South Bank University have been shared across the College to support improvement in information for all courses. The team has identified the project as good practice in sharing effective approaches to supporting teaching and learning.

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

30   Student support is clearly evidenced within the College higher education provision. All programmes include well structured induction, to ensure clarity of assessment requirements and tutorial entitlement. Course handbooks offer guidance on resources, progression routes, careers guidance, finance and counselling services. There are clear policies and procedures for provision of additional learning support which is currently being accessed by 10 higher education students. Diploma in Teaching in the Lifelong Learning Sector tutors and mentors further support students through tutorials in the workplace. Workplace mentors are also engaged from an early stage with FdA Early Years students, including through Early Years Action Learning Sets, which offer mentoring and coaching opportunities to students. The College's academic tutorial system is central to supporting learners to achieve success, and has been identified as an area of good practice in external examiner reports and in the Developmental engagement. To further assure the quality of tutorial provision, the peer tutorial observation pilot has been introduced, monitored by the Higher Education Standards Board. The peer observation enhances the academic tutorial system and supports the student learning experience through sharing of effective strategies across all curriculum areas, which the team considers to be good practice.

31   Formative assessment is directly linked to unit criteria and includes peer, mentor and tutor feedback. The encouraging, insightful and motivational feedback in HNC/D Fine Art, HNC Millinery and HNC 3D Design (Interior Architecture), FdA Early Years and the Diploma in Teaching in the Lifelong Learning Sector is identified as an area of good practice, and, as noted in the Developmental engagement report, is highly valued by students.

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

32   The College's Staff Development Policy provides strong evidence of a commitment to continuing professional development as discussed in paragraphs 22 and 23 above. Higher education staff development is monitored by the Higher Education Standards Board and within course teams. Staff from all courses have attended external events to update their subject knowledge, and tutors from fine art and millinery regularly exhibit their own work, in addition to organising exhibitions of student work.

33   Following a recommendation from the Developmental engagement, an action plan is supporting the implementation of the College's e-learning strategy. The strategy includes the "Moodle Training for KCC Tutors" handbook which the team considers to be comprehensive, functional and good practice in providing an excellent reference document for staff use. The College has an e-learning staff development programme and has introduced E-Champions. However, evidence from students and staff indicates that there is a need for further development of the virtual learning environment. The team found little evidence of virtual materials supporting learning and assessment for higher education provided by the College, and students report that they have little or no engagement with the College online systems but would value access to electronic resources. The team considers it desirable for the College to continue to develop the use of the virtual learning environment as a resource to support learning and assessment, and as a communications medium between tutors and full and part-time students.

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?

Partnership agreements set out the College responsibilities for provision, support and maintenance of learning resources. At College level, course teams are responsible for identifying the resource requirements for their provision, in line with the College's Strategic Plan agreed by the governing body. The Resources Policy allows subject areas to bid for resources annually and to submit an operational plan for their provision. These bids are then discussed by the Sector Manager with the Vice Principal Curriculum and Quality and the Director of Resources. Feedback from students, external examiners, and awarding bodies informs the prioritisation process. Higher education course managers also make reference to requirements to deliver teaching and assessment to comply with professional standards, which inform not only the need for updated texts, but also technical resources in such areas as HNC 3D Design (Interior Architecture).

34   The provision of resources by the College is also viewed in relation to external factors including access to partner universities' resources. Canterbury Christ Church University provides teacher training students with access to its own virtual learning environment and electronic library and there is also an agreement for use of the Institute of Education Library. London South Bank University offers FdA Early Years students access to the University library and early years students are also supported by the private childcare industry and neighbouring local authorities. The College holds the Skills for Life 'Talent' library for all West London Colleges to which students and staff have access. However, students indicate they are not satisfied with the range of texts available, in particular for the arts courses. Students have access to world class galleries and museums and specialist libraries across London, for example the Victoria and Albert Museum which fine art and millinery students value highly. While access to public and specialist libraries provides students with a broad range of reference sources, the team recommends that the College review the texts held in the College libraries and ensure they meet students' stated study needs.

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?

35   The College is responsible for publishing the College prospectus, course handbooks which include module specifications, course leaflets, assignment briefs and general course and study information. Information published both in hardcopy and through the website must comply with the College Publications Policy and the policies of the awarding bodies. The College has implemented a rigorous process of handbook auditing aimed at ensuring standardisation and accuracy of content which is further supported by the 'Course Handbook Checklist'. The College's website contains clear and helpful information about its higher education programmes, including financial and disability data. Contact information is available for all programmes in the form of telephone and email information. Prospective students are encouraged to contact tutors for further information.

36   The College has responsibility for preparing all course-related documentation for its Edexcel programmes, including course handbooks which are consistent in their formatting and contain clear and helpful information, and are subject to internal checks as described in paragraph 40 below.

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?

37   The College effectively assures the accuracy and completeness of published information by following awarding body guidelines. Changes to information documents made by the universities are discussed at liaison meetings with College staff and then formalised in the Memorandum of Agreement or a side letter. Where changes are made by the College, they are subject to ratification by the College's executive, and implementation is delegated through the appropriate academic or cross-college working group. Canterbury Christ Church University publicity materials are approved by the Director of Student Recruitment at the University, and the University takes responsibility for published materials relating to its teacher training programmes. Both Canterbury Christ Church University and London South Bank University make annual checks to ensure the accuracy of University-related information on the College website.

38   Course level information in the student handbooks is internally audited annually. The Higher Education Standards Boards have responsibility for ensuring information is accurate, clear and sufficient, and have developed audits in response to a recommendation from the Developmental engagement. College-wide information, such as policies and procedures, are reviewed by senior managers and unions, and students and governors consulted as appropriate. Information on courses is checked by performance managers prior to being passed to the web master for inclusion on the College website or printed as documents. All College published information must conform to agreed standards and is monitored by the Marketing Unit. A template is provided by the Marketing Unit to ensure consistency of content and presentation. The College Equality and Diversity Committee ensures legal compliance in the publication of policies and performance data, and reports annually to the governing body. The College holds national quality kitemarks, including Investors in People and Matrix, in recognition of excellence in staff development and customer service.

39   Where the College prepares its own marketing and course materials, for example Edexcel programme handbooks, it effectively places student feedback at the centre of its

strategy for improvement of published resources. Student feedback on the clarity, usefulness and accuracy of pre-course and on-course information is gathered by a variety of methods, including focus groups organised by the Marketing Unit, student representatives' feedback to course team meetings, the Higher Education Sector Board, and course evaluations and surveys. Student survey data reveals that pre-enrolment and start-of-course information is considered helpful and sufficient. The College also uses the complaints, compliments and suggestions system managed by the Learner Services Manager, to ensure that students and employers have access to the level and quality of information they require to support applications, and to understand the courses and associated assessments.

The team considers that reliance can be placed on the accuracy and/or 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

40   The Developmental engagement in assessment took place in October 2009. The scope of the engagement included all the higher education programmes and allowed broad consideration of the management of assessment in the College. The lines of enquiry were:

Line of enquiry 1: What processes and procedures does the College have in place to ensure the quality and timing of feedback to students on both formative and summative assessment?

Line of enquiry 2: How does the College ensure that assessment strategies are fit for purpose and facilitate progression from one stage of a programme to another, or onto external degree programmes? What processes are in place to monitor achievement and progression?

Line of enquiry 3: How does the College ensure that there is a consistency between the information provided on student assessment in programme specifications and handbooks with that provided in publicity and promotional materials and in assignments set?

41   The Developmental engagement team identified a number of areas of good practice for dissemination in the context of the College's management of assessment in its higher education provision. The quality of feedback provided to students was supportive of achievement and included learner notes to record oral feedback. The right to retrieve work that has not met the Pass criteria with additional feedback guiding improvement supports achievement. The effective use of tutorials ensures good quality formative and summative feedback. Peer assessment also supports students in improving on their work, and the use of real-work scenarios and involvement of experienced practitioners is well received by the students. Students in HNC Millinery are able to progress to high status professional jobs based on experience of professional assessments and many also progress to postgraduate study.

42   Recommendations included the further development of the role and practice of the Higher Education Standards Board to increase effective management of assessment across all higher education provision. The need for greater consistency in the use of grading criteria was identified for HNC/D in Fine Art and HNC in Millinery. The team also recommended that the College develop the virtual learning environment to support consistency of assessment information. Procedures to ensure consistency of public information documents including

course descriptors, handbooks and programme information on the College website were identified as a further area for improvement.

D   Foundation Degrees

43   The College currently offers only the FdA in Early Years in partnership with London South Bank University. The College has recently become an associate of the University of Westminster and is in discussion about future collaboration. The College is also taking forward discussions with Roehampton University to expand its early years provision.

44   The College has developed good employer links to support the FdA in Early Years including with the private sector and local authorities. The early years team work effectively with London South Bank University to provide sound assessment and learner support. Students benefit from being able to access the University online resources, professional development portfolios and peer tutorial reviews.

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

- the systematic auditing of course files and teaching observations effectively supports the management of learning (paragraph 25)
- the use of employer engagement in assessment and feedback continues to ensure and enhance employability skills and knowledge of the sector market (paragraph 29)
- the QUID Project is an effective mechanism for identifying and disseminating good practice across the College (paragraph 30)
- the peer tutorial observation enhances the academic tutorial system and effectively supports the student learning experience (paragraph 31)
- formative feedback is encouraging, insightful and motivational and is highly valued by students across all courses (paragraph 32).

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

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

- to develop further the College assessment policy and procedures to more explicitly reflect the Academic Infrastructure (paragraph 16)
- to reflect on how the different elements of the Academic Infrastructure inform teaching and assessment (paragraph 16)
- to continue to develop the use of the virtual learning environment to support student learning, assessment and information needs (paragraph 34)
- to review the texts held in the college libraries and ensure they meet students' stated study needs (paragraph 36).

E   Conclusions and summary of judgements

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

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

- the systematic auditing of course files and teaching observations effectively supports the management of learning (paragraph 25)
- the use of employer engagement in assessment and feedback continues to ensure and enhance employability skills and knowledge of the sector market (paragraph 29)
- the QUID Project is an effective mechanism for identifying and disseminating good practice across the College (paragraph 30)
- the peer tutorial observation enhances the academic tutorial system and effectively supports the student learning experience (paragraph 31)
- formative feedback is encouraging, insightful and motivational and is highly valued by students across all courses (paragraph 32)
- the 'Moodle Training for KCC tutors' handbook is both comprehensive and functional, and provides an excellent reference document for staff use (paragraph 34).

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

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

- to develop further the College assessment policy and procedures to more explicitly reflect the Academic Infrastructure (paragraph 16)
- to reflect on how the different elements of the Academic Infrastructure inform teaching and assessment (paragraph 16)
- to continue to develop the use of the virtual learning environment to support student learning, assessment and information needs (paragraph 34)
- to review the texts held in the college libraries and ensure they meet students' stated study needs (paragraph 36).

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 it has **confidence** that, in the context of this Summative review, the College discharges its responsibilities effectively, as set out in the relevant partnership agreement for the management of the standards of the awards of its awarding bodies.

52   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.

53   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/or completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

Kensington and Chelsea College action plan relating to the Summative review: September 2010						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
In the course of the Summative review the ream identified the following areas of **good practice** that are worthy of wider dissemination within the College:						
• the systematic auditing of course files and teaching observations effectively supports the management of learning (paragraph 25)	Observation of all lecturers by cross-college team Course file audit	July 2011 Dec 2010	Performance managers	Improved Teaching & Learning grade profile to 85% Student success rates maintained or improved	Higher Education Standards Board (HESB) chaired by Vice Principal Governing Body	Course review including learner feedback and external verifier reports College Self-Assessment Report
• the use of employer engagement in assessment and feedback continues to ensure and enhance employability skills and knowledge of the sector market	Identify vocational areas that would benefit from closer employer links Set up employer forum boards Embed key strands from QUID into college systems:	Jan 2011 Feb 2011	Sector managers with performance managers SMs Quality Manager in partnership with	Minimum of 2 employers linked to each communication team Positive staff feedback	Curriculum Forum chaired by Vice Principal Vice Principal chair of Higher	Course review including employer feedback and external verifier reports College Self-Assessment Report

(paragraph 29)	Communications	Sept 2010	other managers		Education Standards Board	
• the QUID Project is an effective mechanism for identifying and disseminating good practice across the College (paragraph 30)	Improvement of teaching and learning Clear target setting and monitoring Staff development programme	Sept 2010	Quality Manager in partnership with other managers	Positive staff feedback Improved lesson grade profile - 85% Staff development is linked to high learner satisfaction (surveys) and success rates	Vice Principal, Chair of Higher Education Standards Board	Termly presentation of data at Performance Review Boards and from there to Governor's Quality Improvement Committee
• the peer tutorial observation enhances the academic tutorial system and effectively supports the student learning experience (paragraph 31)	The development of more substantial clear and concise guidance notes that provide a context for peer observation purpose and application	December 2010	Arts Performance Manager/Teacher Training Course Director	Clear guidance document produced	Higher Education Standards Board	Peer evaluation
	Further training to be delivered in the use of the Peer Observation Form aimed at fractional and full-time staff	January 2011	Arts Performance Manager/Teacher Training Course Director	Successful training delivered and evaluated with 11 staff	Higher Education Standards Board	Training evaluation forms and report to Higher Education Standards Board
	Implement and agreed schedule of peer observations throughout Spring	March 2011	Arts Performance Manager/Teacher Training Course Director	Peer observation schedule implemented and information collected	Higher Education Standards Board	Collected information reviewed in team meeting

	term					
	Evaluate and disseminate outcomes	May 2011	Arts Performance Manager/ Teacher Training Course Director/ Performance Manager	Report produced with evaluation and recommendations for roll out to FE	Higher Education Standards Board	Response from Higher Education Standards Board
• formative feedback is encouraging, insightful and motivational and is highly valued by students across all courses (paragraph 32)	Good practice is shared across teams through staff development activities	Ongoing	Quality Manager supported by Advanced Practitioners	Lesson and tutorial observation grade profile is 85% Student evaluation of feedback is at least 'good'	Vice Principal, Chair HESB for Higher Education and executive chairs of Performance Review Boards for FE programmes	Termly Performance Review Boards and college SAR (learner survey and learner voice reports to Pogramme Review Boards)
• the 'Moodle Training for KCC tutors' handbook is both comprehensive and functional, and provides an excellent reference document for staff use (paragraph 34).	New ILT-Director reviews practice and includes development and sharing of best practice in VLE Action Plan (see below)	Mar 2011	ILT-Director in collaboration with other managers	Handbook is updated and relevant to all HE students and FE students also benefit from developments as indicated in feedback to termly Performance Review Boards	Vice Principal, Chair of Higher Education Standards Board	Staff and student evaluation reports

Desirable	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 **desired** to take action:						
• to develop further the College assessment policy and procedures to more explicitly reflect the Academic Infrastructure (paragraph 16)	Revision of College assessment policy and procedures to include relevant principles and precepts from the *Code of practice*	December 2011	Quality Improvement Manager	College assessment policy incorporates key principles within main body of policy and lists precepts as appendix to policy document	Vice Principal	Revised document ported to January HESB Feedback from external examiner and external verifier following annual quality reviews
• to reflect on how the different elements of the Academic Infrastructure inform teaching and assessment (paragraph 16)	Development of Teaching & Learning framework to establish pedagogy norms, raise teacher expectations and secure consistency of planning, delivery and assessment	January 2011	Working group led by Quality Improvment Manager and supported by curriculum representatives - sector managers, performance managers, advanced practitioners - and union representatives	Teaching and learning framework agreed Staff development and training activities ensure consistency of teaching, learning and assessment strategies	Vice Principal	Subject reviews Feedback from external examiner and external verifier
• to continue to develop the use of the virtual	VLE is agreed as a key improvement area for the college	July 2010	Vice Principal	Key targets agreed	Governors	Report

learning environment to support student learning, assessment and information needs (paragraph 34)	Appoint new senior college lead for VLE	Sept 2010	Director of Resources	E-learning Manager appointed	Executive	Started Dec 2010
	Have Moodle development plan agreed by Executive	Mar 2010	New IT Manager	Development plan agreed by the College Executive Team which has targets with review dates	Executive, Vice Principal, Chair HESB	Report with analysis of progress against targets
				All learners on higher education programmes have access to relevant VLE resources		Learner feedback in Student Council, termly
• to review the texts held in the college libraries and ensure they meet students' stated study needs (paragraph 36).	Course directors review texts in Library	Oct 2010	Course directors			
	Order new texts	Ongoing	Performance managers	Relevant texts easily accessed by learners	Performance managers	Student feedback as part of course review cycle
	Extend e-book access	Ongoing	Performance managers			