



Integrated quality and enhancement review

Summative review

Newbury College

June 2011

SR 68/2010

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ISBN 978 1 84979 374 2

All QAA's publications are available on our website www.qaa.ac.uk

Registered charity numbers 1062746 and SC037786

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 Newbury College carried out in June 2011

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 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:

- positive, effective and well-developed links with industry and employers meet the expectations of the awarding bodies and impact favourably upon student learning and achievement
- the combination of formal and peer observation provides a focus upon personal practice and teaching development in the classroom which informs staff development and impacts favourably upon student learning
- investment in innovative engineering design software and equipment and its effective application in student projects which has a direct and beneficial effect upon employers and upon student learning.

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:

- ensure that all Higher National students have access to programme specifications which clearly state intended learning outcomes.

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

- devise a specific annual review methodology for its higher education programmes to aid further enhancement of the provision
- develop specific induction programmes to support those new to teaching on higher education programmes
- continue discussions with the University about improving access to resources for Foundation Degree students.

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 Newbury College. The purpose of the review is to provide public information about how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes which the College delivers on behalf of the University of Reading and Edexcel. The review was carried out by Dr Heather Barrett-Mold, Mr Mark Cooper and Mr Ian Fleming (coordinator).

2 The Summative review team (the team) conducted the review in agreement with the College and in accordance with *The handbook for Integrated Quality and Enhancement Review* (the handbook), published by QAA. Evidence in support of the Summative review included documentation supplied by the College and awarding bodies; meetings with staff, students, employers and partner institutions; reports of reviews by QAA and from inspections by Ofsted. In view of the small size of its higher education provision, the College was not required by QAA to undergo a Developmental engagement. 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 programme delivered at the College.

4 Newbury College is a general further education college with 8,000 students housed in modern, purpose-built accommodation on a spacious site south of the town. The College serves Newbury, Hungerford and Thatcham, with a wider catchment area in West Berkshire and North Hampshire. In 2010-11, the College has HEFCE funding for 93 full-time equivalent students. Additionally, a range of non-funded vocational programmes at levels 4 to 7 is provided and these are attended by nearly 130 students.

5 The College vision is to offer 'an outstanding learning experience which inspires learners to make a positive difference to business and the community'. Key objectives have been set in employer engagement and successful workplace learning.

6 HEFCE-funded higher education provision delivered by the College is as follows, with the full-time equivalent number of students in brackets:

University of Reading

- FdA Supporting Children's Development and Learning (31)

Edexcel

- HNC Diploma (HNC) Mechanical Engineering (21)
- HNC Diploma (HNC) Electrical Engineering (10.2)
- HND Diploma (HND) Mechanical Engineering (5.32)

Partnership agreements with the awarding bodies

7 The College operates according to a formal partnership agreement with the University of Reading, with which there is an especially close and productive relationship, and in accordance with the terms of its centre and qualification approval by Edexcel.

Recent developments in higher education at the College

8 The recent Training and Development Agency endorsement approved the FdA in Supporting Children's Development and Learning for inclusion in the Integrated Qualification Framework. A Foundation Degree periodic review has recently taken place. The HNC/D Mechanical Engineering programme has moved onto the new Qualifications and Credit Framework (QCF) specifications. The College's engineering programmes have now met the expectations for accreditation by the Institution of Engineering Designers.

Students' contribution to the review, including the written submission

9 Students studying on higher education programmes at the College were invited to present a written submission to the Summative review team. Separate reports were produced by the Foundation Degree and HNC/D students. Their production was coordinated by a member of College staff and a wiki was provided to collate student responses. The team met two groups of students during the review visit and these meetings were very helpful.

B Evaluation of the management of HEFCE-funded higher education

Core theme 1: Academic standards

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

10 The College has a higher education strategy which builds on its College plan. The strategic plan for higher education is to develop the higher education curriculum to meet local employer needs in engineering, computing, care and business. There is no separate management of reporting arrangements for higher education; it is subsumed within the arrangements for further education. Higher education provision is managed within the curriculum areas of technology and foundation learning and care. Course teams have six meetings per year to review progress on quality improvements, and discuss issues identified for consideration within the team and across the College. Curriculum area managers report on the programmes in their areas to managers' meetings, quality improvement reviews and business reviews. The Academic Board receives reports from each curriculum area on standards, areas for development and improvement, and governors receive reports on standards once a term. These arrangements operate effectively.

11 The annual self-assessment process for higher education is the same as that used for further education and is aligned to the Common Inspection Framework. The application of this approach is not wholly appropriate to higher education, as it does not take account of the Academic Infrastructure. The team considers it desirable that the College should

devise a specific annual review methodology for its higher education programmes to address this issue.

12 Under the partnership agreement with the University, college-based programme management and steering group meetings are held and students contribute to an annual Board of Studies by representation on the Board. The University has similar agreements with two other colleges which also offer the Foundation Degree, and the partnership agreement is extended to these colleges which all benefit from collaborative working.

13 Engineering programmes are approved and externally examined by Edexcel. A summative assessment board meeting confirms the final achievement of each student. Employers and student representatives are invited to attend and contribute views to the meeting and reflect on the success of the year. Students' views are taken into account in course meetings and reviews and are represented in the annual course report. The arrangements for Higher National delivery and programme management operate effectively.

14 During the current academic year, the Higher National Mechanical Engineering programmes moved from the National Qualification Framework (NQF) to the Qualification and Curriculum Framework (QCF) specification. Recent discussions with the Institute of Engineering Designers have led to the formal recognition of the engineering courses. The Foundation Degree in Supporting Children's Development and Learning is currently undergoing a comprehensive review and the new course specifications will be placed before the University Senate for validation in July 2011.

What account is taken of the Academic Infrastructure?

15 Policies relating to quality assurance are regularly reviewed by College management and during this process consideration is given to the *Code of practice*. College assessment and appeals policies are aligned with the expectations of the *Code of practice, Section 6: Assessment of students* and *Section 5: Academic appeals and student complaints on academic matters*. These are checked by senior managers and applied by the course team. For the Foundation Degree, policies and procedures of the University are applied. Students are made aware of these policies during their induction and they are referenced in the course handbook. The University requires the Foundation Degree team to take account of the Academic Infrastructure and this has effectively promoted engagement with the Academic Infrastructure for other higher education provision in the College.

16 Subject benchmark statements are used by the programme teams in the preparation and review of their programme specifications. Currently, the Foundation Degree team is working with the University to revise the programme and to make reference to the Integrated Qualification Framework (IQF) criteria and the subject benchmark statement for early childhood studies.

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?

17 There are positive and well-developed links with industry and employers, which meet the expectations of both the University and Edexcel for work-related programmes. Employers are involved with programme development and, in some cases, delivery. Students on the Foundation Degree have work-based mentors who receive training and support from the College, and who contribute to the grading of reflective practice.

Employers of students on Higher National programmes either attend course team meetings or are visited by the College work-based engineering coordinator. Employers are closely involved with student project work and in some cases have developed projects into production items. There is good and immediate two-way communication between and employers and College engineering staff. Issues of concern regarding individual students, whether academic or pastoral, are resolved quickly. This partnership of students, employers and the College promotes good outcomes for students. The College's positive, effective and well-developed links with employers impact positively upon student learning and are considered good practice by the team.

18 The College assures academic standards through its internal quality assurance processes. Evaluative and reflective annual programme reports are completed, highlighting areas for development; these contribute to the quality improvement plan. Progress in carrying out actions is routinely monitored by the course teams. More significant actions are integrated into the curriculum area quality improvement plan, the achievement of which is the responsibility of the curriculum manager and the Teaching and Quality Manager. Quality improvement reviews take place three times a year.

19 The Teaching and Quality Manager collates actions required by external examiners. These are rated according to potential impact and followed up by curriculum managers and programme teams. Checks are made to ensure that appropriate interventions have taken place and have been successful. For the Foundation Degree there is feedback from the periodic review process and benchmarking arrangements between partner colleges and the University. Foundation Degree programme staff moderate at least 10 per cent of the marked assessments of every module, including any at the grade boundaries. A sample of work is sent to the external examiner, who also sees project work and speaks to students when visiting the College. Internal verification and tracking of marks on the Higher National programmes is carried out to a high standard. Each assignment is internally verified and an appropriate proportion of assignments is double-marked. University partnership arrangements for the Foundation Degree operate well and support effective and collaborative staff development, standardisation, and the sharing of good practice.

20 There are clear and consistent recruitment and admissions procedures, which are reviewed annually. Potential students are interviewed either in person or by telephone. In the case of the Foundation Degree, the University operates systems for accreditation of prior learning, although the process is currently being reviewed. There are no similar arrangements for the Higher National programmes.

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

21 The College has structures and arrangements in place to support staff development and the dissemination of good and successful practice. The College states that development is the basis of professional growth and of continued improvement in the provision of both quality teaching and learning and business support services. There is a mandatory five days annual training programme, focusing on improving teaching and learning. In addition, a minimum of five professional development days off-site is provided for each lecturer to enable industry updating. In some cases, these days have been used to undertake research or extend the skills and knowledge of tutors to support higher education delivery.

22 The role of higher education within the College has now been strengthened by the provision of specific higher education training and course leader meetings. Previously, all development events were generic across all levels of study within the College. The Foundation Degree team participate in University training twice a year and

attend meetings in the University's quality cycle. The College has identified the need for more developmental research time for higher education teaching staff. This will include opportunities for action research to enable lecturers to update their knowledge and research skills.

23 Staff induction is thorough and comprehensive. It is offered on a weekly basis and no new member of staff is in post for longer than three weeks without undertaking induction. The programme covers general College information, including vision, mission, and strategy, with a strong emphasis on teaching and learning. The induction package is also available for follow-up on the college intranet. New members of staff are allocated a mentor and are observed teaching within their first month. However, there is no higher education-specific induction for staff, and the team considers it desirable that the College develop an induction arrangement to support those newly appointed to teach on higher education programmes.

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?

24 The arrangements outlined in paragraphs 10 to 14 are also relevant in supporting the College's management of the quality of learning opportunities.

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 arrangements outlined in paragraphs 17 to 20 are also relevant in this context.

What account is taken of the Academic Infrastructure?

26 The arrangements outlined in paragraphs 15 and 16 are also relevant in this context. Programme specifications focus on the intended learning outcomes and how these are to be achieved. These are contextualised by staff for students into formal schemes of work. The learning opportunities in these documents reflect subject benchmark statements. The level of learning matches the complexity and level of enquiry indicated by the FHEQ.

27 The Foundation Degree has learning outcomes that are matched to levels 4 and 5 of the FHEQ. This reflects the different expectations and progression of the students. The inclusion of the related legislation in programme content embraces the equality, diversity, accessibility and disability expectations of the *Code of practice*.

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

28 The standard and quality of teaching and learning is monitored effectively through a process of peer observation and a system of formal graded observation, based on the observation scheme used for further education. Observations are graded and an action

plan produced to support personal improvement and the sharing of good practice. Peer observations have their own template, and individuals are able to identify areas upon which they would like the observer to provide specific feedback. An observee can request specific feedback on the use of a new approach, interaction with students, the use of technology, timings, or any other area that they consider important. Formal and peer observation reports are copied to the Teaching and Quality Manager and to the Corporate Training and Development Officer, who responds to any emerging common development needs. Resulting actions focus upon supporting future improvement or sharing best practice. The relatively small number of teachers on higher education programmes facilitates the extraction and analysis of data, which is used to inform the College continuing professional development programme and staff appraisal. The combination of formal and peer observation provides a focus upon personal practice and teaching development in the classroom and impacts favourably upon student learning. The team considers it to constitute good practice.

29 Students comment favourably about the quality of teaching and learning on their programmes. They confirm that methodologies and teaching practices employed ensure differentiated learning opportunities. External examiners' reports confirm that the quality of teaching and learning is at the appropriate level, with a wide range of methods employed to maximise learning opportunities. Students on the Foundation Degree welcome the inclusion of guest lecturers on their programmes. The College also arranges appropriate visits so that student learning can be placed in context. Higher National students have the opportunity of occasional external visits, but the programme team and students confirmed that this was an area for development.

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

30 Student progress towards the completion of their qualifications is tracked electronically following each assessment. A monthly quality report is provided to the management team, and a further report goes to the Academic Board and the governors' strategy and standards meeting. The close management of progress in this way ensures that students remain successfully on target for completion.

31 Students consider the quality of assessment feedback they receive to be helpful, constructive and fair.

32 The College's recruitment and admissions policies and procedures are effective in identifying student learning needs. Students' known support needs are recorded and their suitability and ability to meet the demands of the programme are discussed at a selection interview. Potential Higher National students are involved in initial diagnostic assessment to identify any appropriate areas for support in literacy and numeracy. If any other learning difficulties emerge later, students can be referred to the learning support team for diagnostic assessment. One-to-one support, guidance or instruction is provided outside normal contact hours when appropriate. Students with disabilities that may impact on their learning also have support in the classroom.

33 Students receive appropriate generic College induction and programme-specific induction. Foundation Degree students also receive induction from the University. Foundation Degree students have mentors allocated to them by their employer; these are trained by the University to support students from induction until completion of their programme. Students value the induction process and their mentor provision, and state that these arrangements prepare them for their studies.

34 Module handbooks for the Foundation Degree are provided by the University, and students find these useful in supporting their studies. Students on the Higher National

programmes do not receive a unit handbook; Edexcel unit specifications are reproduced in their assignment briefs and these detail the unit learning outcomes appropriately. Higher National students are able to discuss unit and assignment content both informally with tutors and more formally in course team meetings. Foundation Degree students complete formal module evaluation forms that are fed into the University's quality system, and the results are shared with students at the Board of Studies meeting.

35 All students receive academic tutorials to support their learning and may request additional tutorials for academic or pastoral support. Foundation Degree personal tutors are expected to offer at least two hours of tutorial time per term per student. Higher National students have three group tutorial slots each week, and are able to book one-to-one tutorials on request. Students comment that the quality of tutorial support and staff accessibility are good. A suite of assessment-related policies support staff and students in understanding assessment processes; these are complemented by equivalent University policies and procedures. Assessment of student work is internally verified for the Higher National programmes. External examiner reports show that assessment processes are robust and that assessors are accurate in their judgements.

36 There are effective processes in place to support students in employment. Link tutors on the Foundation Degree programme visit students in their workplace, and the College Work-based Engineering Coordinator visits Higher National students and employers both in their workplace and at College throughout the year. Each student has an appointed work-based mentor who provides support with daily problems or college-based difficulties. Mentors allocated to Foundation Degree students are responsible for assessing professional discussions, supported by a College tutor who visits the work setting twice a term. The College also offer a careers guidance service which provides support for applications to the next level of study and advice and guidance about employment. Foundation Degree students are able to make use of the University careers advisory service.

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

37 The arrangements outlined in paragraphs 21 to 23 are also relevant in this context. Staff teaching on higher education programmes are expected to hold a qualification at least one level above the level they are teaching. They should either hold or be working towards a teaching qualification. Foundation Degree staff are expected to meet the requirements set out in the partnership agreement. These expectations are currently met.

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?

38 The College's processes ensure that all students are provided with appropriate learning resources. All students are provided with a secure login to the College virtual learning environment, and for Foundation Degree students there is also access to the University's electronic resources. Students are also provided with email addresses. Current software is available for mechanical engineering students, and an innovative prototype design programme is used by students to design one-piece manufactured prototypes. Students have been involved in integrated live projects from design to manufacture for their employers, and large commercial contracts have been won for employers based on prototypes they have created. The team considers the level of investment in innovative design software and equipment, and its successful application in student projects to be good practice.

39 The learning resource centre provides a range of books and journals. Higher National students state that there were sufficient resources in the centre, but Foundation Degree students comment that there are often not enough copies of books available for loan. In addition, college-based students are designated as external borrowers by the University, and have loan and access arrangements to books and electronic journals which are less favourable than those applying to students studying within the University. Foundation Degree students have voiced their concerns about this situation to both the College and the University and a resolution is being sought. The team considers it desirable that discussions with the University about improving access to University library resources should continue.

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?

40 The College provides students with a course and College handbook. It also produces course information leaflets and programme specifications, and publishes information on College open events on the College website and in the local press. In addition, a range of literature and information on the virtual learning environment can be accessed by students both internally and externally. The College is encouraging the development of the virtual learning environment and is piloting an award scheme to recognise efforts by staff to promote more interactivity. The minimum expectation of content on each programme site is that it should include the programme specifications, course handbooks and other relevant course information documents. The information learning technology strategy, which is currently being updated, emphasises the College vision for development of the platform to enable students to experience an interactive and blended learning experience. In addition, a higher education portal on the College intranet has been developed for staff teaching on higher education programmes. This contains information on the Academic Infrastructure and other useful information, including relevant College and University policies and procedures.

41 A prospectus with details of all higher education provision offered at the College is available. This is an attractive and comprehensive publication, which contains details of entry requirements, course content, assessment methodology and progression opportunities. Information provided on the College website mirrors that in the prospectus, but there is currently no higher education subsection, and navigation to higher education courses can be quite difficult. The College recognises this and is in the process of designing a modified website with a higher education subsection and easier search facilities.

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?

42 Programme information for publication is drafted by each course leader and reviewed by the curriculum manager and Marketing Manager. It is checked for accuracy, relevance, diversity of images, and accessibility against defined equality and diversity measures. The Foundation Degree course leader meets with a colleague from the University

quality office to discuss information prior to publication. College policies and procedures are in the public domain and can be provided in different formats to meet individual needs. All College public documentation has planned dates for review, and is monitored and routinely updated by the Marketing Manager.

43 The Foundation Degree handbook, produced by the University, is contextualised with local information. It is supplemented with module handbooks. This handbook includes progression routes but not specific requirements for progression. Except in the case of HNC Electronic Engineering, the Higher National handbooks do not refer to the unit intended learning outcomes. As a result, students on these programmes do not have access to the programme specifications or intended learning outcomes, although these are held in the programme folder. The course information sheet for the Foundation Degree is more explicit. Programme handbooks are available through the virtual learning environment. The team considers it advisable that all Higher National students should have access to programme specifications which state intended learning outcomes.

44 Students are surveyed for their opinions and the results are published and accessed online. The College student survey shows that a large proportion of students in the College feel that they had sufficient information prior to starting the course.

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

C Summary of findings from the Developmental engagement in assessment

45 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

46 The single Foundation Degree delivered by the College is validated by the University of Reading and is offered within a partnership of three colleges. The FdA in Supporting Children's Development and Learning was first offered in 2005 and has recently undergone a comprehensive review. Principal changes are the inclusion of new core units covering the age range zero to 11 years, in response to sector requirements.

47 A periodic review of the Foundation Degree by the University of Reading took place recently and the programme was also reviewed by the Training Development Agency (TDA) Endorsement Service and approved for inclusion in the Integrated Qualification Framework.

48 The Foundation Degree is delivered on a full-time basis. All conclusions of this report apply to it.

E Conclusions and summary of judgements

49 The Summative review team has identified a number of features of good practice in Newbury 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, the University of Reading and Edexcel.

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

- positive, effective and well-developed links with industry and employers meet the expectations of the awarding bodies and impact favourably upon student learning and achievement (paragraph 17)
- the combination of formal and peer observation provides a focus upon personal practice and teaching development in the classroom which informs staff development and impacts favourably upon student learning (paragraph 28)
- investment in innovative engineering design software and equipment and its effective application in student projects which has a direct and beneficial effect upon employers and upon student learning (paragraph 38).

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

52 The team agreed one area where the College is **advised** to take action:

- ensure that all Higher National students have access to programme specifications which clearly state intended learning outcomes (paragraph 43).

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

- devise a specific annual review methodology for its higher education programmes to aid further enhancement of the provision (paragraph 11)
- develop specific induction programmes to support those new to teaching on higher education programmes (paragraph 23)
- continue discussions with the University about improving access to resources for Foundation Degree students (paragraph 39).

54 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.

55 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.

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

Newbury College action plan relating to the Summative review: June 2011

| Good practice | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
|--|---|-------------------|--|--|---|---|
| <p>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:</p> | | | | | | |
| <ul style="list-style-type: none"> positive, effective and well-developed links with industry and employers meet the expectations of the awarding bodies and impact favourably upon student learning and achievement (paragraph 17) | <p>Develop further the involvement of the employers, Edexcel representatives and University of Reading representatives in the development, review and assessment of all courses</p> | <p>July 2012</p> | <p>HE course leaders</p> | <p>Increase involvement of employers in the assessment of the engineering end of year project, and in increasing the range of external speakers on HE programmes</p> | <p>Curriculum managers</p> | <p>Collation of employers' feedback on the engineering end of year projects</p> <p>Survey and collate student views on the value of the external speakers to their learning</p> |
| <ul style="list-style-type: none"> the combination of formal and peer observation provides a focus upon personal practice and teaching development in the classroom which informs | <p>Sustain the current good practice of internal peer observations and the Foundation Degree external peer observations</p> <p>Arrange for external peer observation for</p> | <p>April 2012</p> | <p>All lecturers on HE programmes</p> <p>Engineering lecturers on HE</p> | <p>100 per cent completion records of lesson observation and peer observation</p> <p>Peer observation documents that</p> | <p>Teaching and Quality Manager</p> <p>Teaching and Quality Manager</p> | <p>Review of reflection notes on how teaching developed and improved as a result of lesson and peer observations</p> |

| | | | | | | |
|--|--|--------------------|---|--|---|---|
| staff development and impacts favourably upon student learning (paragraph 28) | engineering HE programmes with a partner college, University or work- based provider | | programmes | evidence shared learning with external partners | | |
| <ul style="list-style-type: none"> investment in innovative engineering design software and equipment and its effective application in student projects which has a direct and beneficial effect upon employers and upon student learning (paragraph 38). | Maintain existing resources and invest in further updates and new software that reflects industry practice | July 2012 | Curriculum Manager supported by senior management | Operational plans show annual plans for update of technology New software installed and in use Schemes of work and student projects reflect the use of the new software/technology | Director of Students Quality and Curriculum | Staff trained in the use of new and innovative software Student experience in up-to-date industrial practice is increased and evidenced in survey feedback |
| 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: | | | | | | |
| <ul style="list-style-type: none"> ensure that all Higher National students have access to programme specifications which clearly state intended learning outcomes | Include the link to the programme specifications in the student handbook and on the virtual learning environment | September 2011 | Engineering course leaders | Updated student handbook Students aware of programme specifications | Curriculum Manager | Student induction introduces the programme specifications to students and this is confirmed through the collation of student views following induction |

| (paragraph 43). | | | | | | |
|--|--|--------------------|--|---|---|--|
| Desirable | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
| The team considers that it is desirable for the College to: | | | | | | |
| <ul style="list-style-type: none"> devise a specific annual review methodology for its higher education programmes to aid further enhancement of the provision (paragraph 11) | Review the HE self-evaluation report (SER) to reflect HE standards rather than OfSTED's Common Inspection Framework | October 2011 | Teaching and Quality Manager | <p>New SER template provided for HE curriculum areas</p> <p>Increased staff awareness of HE standards</p> | Director of Students Quality and Curriculum | Annual review process directly reflects standards for HE |
| <ul style="list-style-type: none"> develop specific induction programmes to support those new to teaching on higher education programmes (paragraph 23) | Review staff induction process to ensure focus on HE standards and expectations in provision of learning at this level | November 2011 | Corporate Training and Development Officer | New teachers at level 4 and above have additional induction specific to HE standards - this is over and above the College staff induction programme | Teaching and Quality Manager | Induction review feedback from teachers indicates that the HE induction element was beneficial to their practice |
| <ul style="list-style-type: none"> continue discussions with the University about improving access to resources for Foundation Degree students (paragraph 39). | Establish discussions with the University of Reading to plan improved access to learning resources | October 2011 | Curriculum Manager and Foundation Degree Course Leader | Minutes of meeting and action plan to establish improved access to resources for academic year 2011-12 | Teaching and Quality Manager | Student surveys show that they have sufficient access to the resources held at the University of Reading |

RG 797 09/11

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