



Integrated quality and enhancement review

Summative review

Cleveland College of Art and Design

November 2011

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Preface

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

Purpose of IQER

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

The IQER process

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

Developmental engagement

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

The main elements of a Developmental engagement are:

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

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

Summative review

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

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

Evidence

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

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

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

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

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

Outcomes of IQER

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

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

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

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

Executive summary

The Summative review of Cleveland College of Art and Design carried out in November 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 agreement, for the standards of the awards it offers on behalf of its awarding body. The team also considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreement, for the quality of learning opportunities it offers. The team considers that reliance **can** be placed on the accuracy and completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

Good practice

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

- the collegial culture of the College encompasses a supportive and open-minded approach, professional enthusiasm, and inclusivity
- the College's strong working relationship with Teesside University makes a significant contribution to the maintenance of academic standards
- the commitment of management and staff to reviewing and enhancing standards and quality is rigorous
- the scale and scope of staff development activity is extensive and relevant
- the comprehensive and structured nature of the standardisation exercise, which includes all higher education academic staff, enhances standards and quality
- the continued use of enhancement funding involves all staff in a collaborative research process
- the development of enterprise and employability transfer, as demonstrated by the incubator and retail initiatives, positively promote associated commercial skills in students
- the College has produced clear and useful social media guidelines to support and ensure the monitoring of social networking platforms
- the College has an effective process for checking the accuracy and comprehensiveness of student handbooks and module guides, in which all programme and pathway leaders participate.

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 Cleveland College of Art and Design (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 Teesside University (the University). The review was carried out by Mr Chris Davies, Professor David Eastwood, Ms Angela Maguire (reviewers), and Ms Penny Blackie (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 review included documentation supplied by the College and its awarding body, meetings with staff and students, and reports of reviews by QAA and from inspections by Ofsted. In particular, the team drew on the findings and recommendations of the Developmental engagement in assessment. A summary of findings from the 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*, subject and award benchmark statements, the FHEQ, and programme specifications.

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

4 Cleveland College of Art and Design is one of three specialist art and design colleges in the further education sector in the UK, providing courses from level one to undergraduate degrees. Historically the roots of the institution go back over 120 years, providing art, design and media education across and beyond the Tees Valley. Higher education has been central to the provision for over 30 years and the College has demonstrated the ability to expand both the range of the curriculum and student numbers, while maintaining high quality learning opportunities for a diverse range of students. The College's mission is 'to provide specialist further and higher education programmes in art and design and related areas as a centre for creative excellence'. The College's offer is split almost equally between further and higher education. In 2011-12 there were 713 students enrolled on further education courses, and 534 students (523.5 full-time equivalents) on a full and part-time basis for higher education courses that are vocationally oriented and practice-based. Thirty-seven full and part-time staff teach on higher education programmes.

5 The College is currently based in two centres, one in Middlesbrough and one in Hartlepool, which are 15 miles apart. For 2011-12 entry the College has dedicated higher and further education sites, with a further education campus in Middlesbrough and a higher education campus in Hartlepool. The College has recently invested heavily in its higher education estate. In 2010, two listed former Hartlepool Borough Council buildings were acquired and converted. A third listed building was acquired from the Council in May 2011 and work on its conversion was completed in October 2011. In 2011, the College completed the construction of a substantial new area of student social space at its main Church Square site. Also in 2011, the College created an incubator space for its recent graduates. After refurbishment, a converted chapel will be used from November 2011 as a licensed student union bar in partnership with Hartlepool College of Further Education.

6 The latest Ofsted inspection (June 2009) graded the College as 'outstanding'. It is the only specialist college of art and design in the country to achieve this rating. The College is keen to fully participate in external higher education activities to ensure that staff operate from an informed platform. These include membership of the National Arts Learning Network (NALN) now merged with the United Kingdom Arts and Design Institutions Association (Ukadia), the Group for Learning in Art and Design (GLAD), the Council for Higher Education in Art and Design (CHEAD), and specialist subject associations.

7 The higher education awards funded directly by HEFCE are listed below with full-time equivalent numbers of students for 2011-12 in brackets:

Teesside University

- FdA Applied Arts (28)
- FdA Commercial Photography (47)
- FdA Contemporary Textile Practice (13)
- FdA Costume Construction for Stage and Screen (30.5)
- FdA Creative Fashion Practices (21.5)
- FdA Creative Film & Moving Image Production (25)
- FdA Fashion Design and Production (0.5) (this has been re-approved for 2011-12 and changed its title to FdA Creative Fashion Practices (listed above))
- FdA Graphic Design (32)
- BA (Hons) Applied Arts for Enterprise (top-up) (6.5)
- BA (Hons) Entertainment Design Crafts (86.5)
- BA (Hons) Fashion Enterprise (63.5)
- BA (Hons) Photography (72)
- BA (Hons) Textiles and Surface Design (97.5).

Partnership agreements with the awarding body

8 All higher education programmes are directly funded by HEFCE and validated by a single awarding body, Teesside University. This partnership has been in existence since 1994, and Cleveland College of Art and Design was the first of the local colleges to have degrees validated by the University. The formal partnership agreements between the College and Teesside University are defined in the Memorandum of Agreement and the Operations Manual. These are reviewed annually, and changes are made to reflect external and internal stimuli such as developments in academic regulations or quality monitoring procedures. The College is required to adhere to the defined policies and regulations of the University and, wherever possible, to mirror the processes for quality assurance and delivery. The College is Teesside University's only local partner to have directly funded provision, and as such is responsible for the management of all of its own practices and processes based on those of the University.

Recent developments in higher education at the College

9 The College made a decision to refocus the content of the FdA TV and Film programme and to run out the current provision on the Middlesbrough campus during 2010-2011. This programme has been reapproved and retitled with a change in emphasis for 2011-12 and relocated to the Hartlepool campus. This means that all higher education will now be delivered at the same site. A number of programmes were due for re-approval in 2010-11. This has given the College the opportunity to make changes, where appropriate, to the delivery, structure and module content. The College decided to place generic modules in

contextual and professional studies across all programmes to integrate students across disciplines in larger groups. This will expose students to a greater variety of tutors and improve cost-effectiveness. The modules were approved by Teesside University's School of Arts and Media School Academic Standard Committee for September 2011.

10 Following the Developmental engagement in 2010, some restructuring of the senior management of the College led to new posts of Head of Higher Education, Head of Further Education, and Head of Quality and Planning. Prior to this development the College had recognised that additional support was needed for higher education so that there could be more effective sharing of knowledge and experience. As a result the College has appointed two assistant curriculum managers to enhance the management of higher education. The posts will focus on two areas: teaching and learning, and quality. The Head of Higher Education also has additional administrative support.

11 The student written submission reflects the views of a range of full-time and part-time students across all courses. The students were taken off-campus to compile the report and received information prior to the event. Members of staff facilitated the discussions but did not take part or influence student opinions. The College agreed to compile the report and to send the draft to students for their approval. Those who responded agreed that it was a true record of the discussions. Groups of students met the coordinator at the preparatory meeting and the team during the visit; both meetings were very 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?

12 The management structure to support higher education is distinct and clear. The Head of Higher Education reports directly to the Principal and is a member of the Senior Management Team. Programme Leaders report to the Head of Higher Education, as do two Pathway Leaders in photography and textiles. Two assistant curriculum managers have responsibility for quality or teaching and learning and also report to the Head of Higher Education. Programme leaders' meetings provide effective cross-college management. These formal structures are strongly underpinned by a culture which is open, supportive, forward looking, confident, and strongly student-centred.

13 The Teesside University Memorandum of Agreement and Operations Manual clearly define the respective responsibilities of each institution. The University also provides a set of threshold quality standards for key activities, which the College has embedded into its own Academic Handbook. A senior manager in the School of Arts and Media at the University has responsibility for monitoring quality assurance and is the first point of contact for the College. Since October 2011, the Assistant Curriculum Manager for Teaching and Learning has been a member of the School of Arts and Media Academic Standards Committee. The University is similarly represented on the College Higher Education Academic Standards Board. The team confirms the good practice finding in the Developmental engagement: that the College's strong working relationship with Teesside University makes a significant contribution to the maintenance of academic standards.

14 The Higher Education Academic Standards Board receives the Annual Review and Monitoring report. The report is also presented to the College governors. It includes an update on action points and responses to each external examiner report. The comprehensive and evaluative report summarises strengths and areas for development at programme level as well as for overall provision. Student performance data is analysed systematically. This is a thorough process and clearly indicates that the College is performing very effectively in relation to standards and the quality of learning opportunities.

What account is taken of the Academic Infrastructure?

15 The higher education programmes are awarded by the University and therefore all regulations and processes have been developed in line with the Academic Infrastructure, including the *Code of practice*. The Academic Infrastructure is used when designing and writing programmes and informs programme specifications. For example, intended learning outcomes are written to meet the requirements of FHEQ descriptors and appropriate subject benchmarks. The *Foundation Degree qualification benchmark* statement is recognised in Foundation Degree development.

16 The College's assessment practice is based upon principles constituted by the University which take cognisance of the *Code of practice, Section 6: Assessment of students*. The College Academic Handbook contains guidelines on the assessment process. Issues concerning assessment of students are addressed during the validation process, and the College is required to respond to any issues before programmes are finally approved. Programme leaders engage directly with the *Code of practice* during validation and re-approval processes. Higher education academic and support staff are aware of the *Code of practice* as a copy forms part of the clear Academic Handbook to which new staff are introduced.

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 the awarding body?

17 The quality assurance processes for higher education use documentation jointly produced by the University and the College. Annual review and monitoring reports are produced at module, programme and College level. Tutors complete module reports which take account of student opinions. Annual programme reports are informed by student performance and perception data, including the National Student Survey, module reports, external examiner comments, and programme action meetings.

18 Programmes are reviewed and monitored in planning and performance management meetings three times a year. The Principal, appropriate senior managers and programme leaders attend each meeting, which demonstrates the commitment of senior staff. Their purpose is to review student retention and achievement and to consider these alongside recruitment targets and resourcing. Planning and action meetings involving curriculum teams focus on the day-to-day operation of the programmes. These are effective monitoring and planning mechanisms. The team considers that the commitment of management and staff to reviewing and enhancing standards and quality is rigorous and is good practice.

19 The College follows the University's assessment regulations. Assessment meetings, chaired by the Principal or his nominee, are held to determine module outcomes followed by award and progression decisions. The University provides documentation and administrative assistance for these meetings. The recording and verifying of student marks is rigorous and has improved following a recommendation of the Developmental engagement.

Good progress has been made since the Developmental engagement in formalising internal moderation. New documentation records the details of staff responsible for devising and verifying each assignment. Progress has also been made in improving the recording of assessment decisions during internal moderation. The records indicate that there is a high degree of consistency between assessors.

20 The College proposes external examiners and the University appoints and manages them. Their reports are sent to both institutions. External examiners use awarding body documentation and attend appropriate module and award boards, and all indicate that standards are appropriate for the level of the award. The reports are overwhelmingly complimentary and point out some significant strengths. The external examiner for textiles draws attention to 'the very thorough and rigorous approach to assessment and feedback with a clearly defined internal verification process'. The external examiner for TV/Film stated that 'standards of marking conformed to the highest practice and the moderation process was clear, even-handed, unambiguous and thorough'.

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

21 Staff development needs are identified through the annual staff review process, programme reviews, peer observations, the previous year's staff development plan, and the strategic objectives of the College. The identified needs are prioritised in a dialogue between the member of staff and their line manager. The University also provides a range of staff development opportunities. The whole process results in staff development planning which is clearly focused and evaluated, and which supports an extensive and appropriate range of activities. Each activity is recorded on individual continuing professional development records. Staff confirmed the effectiveness of this provision, and participation in 2010-11 included over 80 per cent of all academic staff. The scale and scope of staff development activity, which is extensive and relevant, is good practice.

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

Core theme 2: Quality of learning opportunities

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

22 The responsibilities for managing the quality of learning opportunities reflect those for managing academic standards as described in paragraphs 12 to 14. The College believes, and the team confirms, that responsibilities within this structure are clearly designated and effective. Programme leader meetings provide the main vehicle for the effective dissemination of information and good practice. The College's strategic commitment to high quality higher education is well demonstrated by the comprehensive Higher Education Learning, Teaching and Assessment Strategy. This focuses on specific elements of the student learning experience, the learning environment, employability and enterprise, and the scholarship that informs teaching and staff development.

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

23 The formal partnership arrangements for managing the quality of learning opportunities reflect those for managing academic standards as described in paragraphs 8 and 13. The University undertakes an annual quality monitoring visit to the College, meeting with staff and students to discuss the delivery of the programmes.

What account is taken of the Academic Infrastructure?

24 The Academic Infrastructure has been systematically and effectively embedded within College procedures and the awarding body provides sufficient advice and guidance. Teaching and support staff are aware of the sections of the *Code of practice* and other elements of the Academic Infrastructure. Following a recommendation resulting from the Developmental engagement, the College has carried out a mapping exercise of assessment criteria to intended learning outcomes within module guides for the benefit of students. The University held an event about the Academic Infrastructure in October 2011 to inform College staff about the importance of its elements and any recent changes.

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

25 Student opinion is collected in a variety of ways. These include module feedback, student perception of programme feedback, student assemblies which precede Programme Boards of Studies, student representation on Programme Boards, the Student Council chaired by the Principal, and the National Student Survey. Students who met the reviewers considered that the response to their concerns is exemplary.

26 The College's higher education standardisation exercise forms the basis for an annual review of the quality of teaching and learning. This event focuses on such areas as module descriptors, assessment strategies, and the match of assessment to learning outcomes. The comprehensive and structured nature of the standardisation exercise, which includes all higher education academic staff, enhances standards and quality and is good practice.

27 The College operates a well embedded system of peer observation of teaching and evaluation for all staff. This includes an individual enhancement action plan. The Head of Quality and Planning oversees the process, and a report is disseminated to the Senior Management Team and to programme leaders for incorporation into the Annual Programme Review. The triangulated peer observation and evaluation process is robust and well managed.

28 The College has substantial engagement with employers in a number of contexts, especially in Foundation Degrees. These range from very small businesses setting live briefs to engagement with major companies such as Hallmark and Marks & Spencer. The College's focus on enterprise transfer and employability skills, including work-related experience, is strong and effective; as is the way this serves to translate learning theory into practical student expertise. This is demonstrated through the continued involvement with live projects, competitions, and work experience opportunities. The external examiner for TV/Film commends 'the involvement of practitioners and ex-students in industry for clearly providing inspiration'. The external examiner for textiles points out that 'externality and employer engagement are at a regional, national and international level'.

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

29 The College's admissions process identifies students who require additional support, and appropriate support and guidance services are available. There is a Disability Adviser for students with disabilities, and an Additional Learning Support Lecturer for students with learning difficulties. Students confirmed the effectiveness of these services. A high number of students in art and design disciplines are dyslexic. To compensate for problems associated with printed information, the College has devised a helpful electronic Study Guide (available to all students) containing information on, for example, structuring academic writing and referencing. The College has introduced a coherent plagiarism policy and incidences of plagiarism are low. Following internal research, the policy has now been extended to visual plagiarism and a further extension will include audio plagiarism.

30 A well embedded and effective tutorial system is used on all programmes as a vehicle for communicating progression issues, as well as for developing learning skills. All students have a well planned induction. Individual students have an agreed record of tutorials, and receive valuable feedback on assignments. Information on assessment tasks and criteria, timings, and learning outcomes is contained in a clear assignment brief in a college-wide common format. All programmes promote personal reflection and personal development planning, although the College rightly recognises that there is a need for the further promotion of student engagement in both of these areas.

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

31 The staff development plan ensures that all staff development activities meet the needs of the College, maximise the use of budget allocations, and build on existing good practice. In 2010-11, the College organised a staff development week with a bookable schedule which examined such areas as student support and stress awareness. Initial responses of staff to this innovation have been positive and the programme will be repeated during 2011-12. All teaching staff are expected to gain a teaching qualification for which the College provides financial support. Significant informal continuing professional development is encouraged and takes place. Many of the academic staff are also 'creative practitioners' and bring substantial professional expertise and development into the College learning environment, enhanced by regular professional networking and exhibiting.

32 The College has made effective use of Teaching Quality and Enhancement Funding and other HEFCE funding to develop college-wide research activities into teaching and learning, involving all higher education academic staff. Research areas include students' personal development planning, e-learning, and employability and enterprise. When HEFCE funding was no longer available, the College allocated sufficient funds to enable this valuable work to continue. The team considers that the continued use of enhancement funding, and the involvement of all staff in this collaborative research process, is good practice.

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?

33 The College has recently invested heavily in a higher education estate in Hartlepool, in order to create a single centre for higher education. Students appreciate this environment as it feels like a campus. In 2011, the College also created incubator space for its graduates, called the Creative Lodge, which provides space for low-cost rental space in which to work and promote their products. A retail space below offers opportunities for

graduates and current students to sell their work. The College is exploring the possibilities of e-marketing its students' creative output. This example of enterprise and employability transfer as demonstrated by the incubator and retail space, which positively promote associated commercial skills development in students, is good practice.

34 Physical infrastructure and capital equipment learning resources are of high quality and frequently of industry standard. Students were complimentary about the range of equipment available to them and the fact that they have individual workstations. This allocation is based upon student numbers. Resource requests are submitted annually to a resource committee of senior managers for allocation on a needs basis. Additional allowances are allocated on a per-student basis to cover such items as laboratory consumables and visiting lecturers. Library resources and the virtual learning environment are functional. The collegial culture of the College encompasses a supportive and open-minded approach, and professional inclusivity among staff, which is striking. This represents good practice. Relations between members of staff, and between staff and students, are also very productive.

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

Core theme 3: Public information

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

36 The College is responsible for a wide range of public information. This includes all information for applicants: the higher education prospectus, course fee details, programme and module outlines, admissions procedures, and information about student support. Information is available in hard copy, through the College's website, and in other formats on request to meet additional needs. The website is in the process of being redesigned to make it easier for the College to make changes and thus ensure the currency of information.

37 The College is extending its usage of social media to communicate with new and prospective students. The College has produced clear and useful social media guidelines for staff to support and ensure the monitoring of networking platforms, which the team considers to be good practice. The final version of the guidance will be agreed by the Information, Learning and Technology committee.

38 Higher education provision is marketed separately from further education and the language and tone of materials is appropriate. Marketing information includes outline course content and career options, together with success stories. The enterprise initiatives contained within the incubator and retail spaces, which enable students to show and sell their works, support their potential for business start-up initiatives. The College employs a public relations company to promote its creative work and considers that its provision receives very good coverage in the press.

39 Once enrolled, students have access to the College's virtual learning environment, known as the academic portal. It contains information such as the College's academic regulations, sources of advice and guidance, and access to disability and learning support. Students have access to programme information through programme handbooks, module handbooks which include the programme specification, and assessment material.

The College is in the process of updating the virtual learning environment and using mobile technologies in a variety of social networking contexts. Student views on the design and navigation inform the development. However, the staff recognise that more direction is necessary to fully realise the interactive potential of these technologies, and this has now become a strategic objective for the College. Staff access relevant College strategies, policies and guidelines from the intranet.

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?

40 Validation events with the University ensure the accuracy and completeness of programme handbooks and programme specifications. The University delegates responsibility for publishing information on its higher education provision to the College. A detailed procedure on the monitoring of information internally, and with the University, clearly articulates the arrangements for assuring the accuracy and completeness of public information.

41 The College has systematic procedures with clearly identified roles and responsibilities for monitoring the accuracy and currency of public information. The Assistant Curriculum Manager for quality has responsibility for the consistency and accuracy of public information, by ensuring it is fully embedded into the College's quality assurance process. The Marketing Directorate manages the production of the prospectus and the website. The prospectus is updated annually. To ensure accuracy of course-related information, programme leaders produce the text for their own curriculum areas. Proofs are sent back to them to be checked and signed off. Curriculum content is finally signed off by the Head of Higher Education. General information is checked by the appropriate directorate with the final proof signed off by the Director of Marketing. Scrutiny of publications shows the information to be current and consistent. In particular, the professional standard and comprehensive nature of the information contained in the prospectus clearly profiles the College as a specialist art facility. The team confirms the good practice identified at the Developmental engagement: the effective process for checking the accuracy and comprehensiveness of student handbooks and module guides, in which all programme and pathway leaders continue to participate. Directorates have responsibility for updating the website regularly to ensure that information is correct. The Creative Lodge online magazine for College alumni is a way of showcasing students' work to prospective employers.

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

C Summary of findings from the Developmental engagement in assessment

42 The Developmental engagement in assessment took place in October 2010 and covered all the higher education provision. Three lines of enquiry were agreed with the College and ensured that all IQER core themes could be addressed:

Line of enquiry 1: How does the College ensure that its internal moderation processes are effective in assuring the standards of its summative assessments?

Line of enquiry 2: How does the College ensure that the quality of the formative and summative feedback on students' work enables students to see how well they are performing and how they can improve their performance?

Line of enquiry 3: To what extent does the College effectively manage the communication to students of assessment-related information which helps to prepare them for summative assessment; and how does it ensure the accuracy and completeness of this information?

43 The Developmental engagement team identified a number of areas of good practice. The College's strong working relationship with Teesside University added to the maintenance of academic standards and the quality of the student experience. Staff development supports staff understanding and use of the Academic Infrastructure and helps to ensure that assessment practice reflects its expectations. The College's Academic Handbook and the staff development activities delivered to support its implementation, help to maintain academic standards. The communication of assessment criteria to students helps them to prepare for assessment. Activities for the sharing of good practice across the teaching staff help them to maintain and enhance quality and standards. The activity used during induction by the photography programmes encourages students to use the College's virtual learning environment. Students' understanding of written assessment-related information is reinforced through a range of activities that help them to be more prepared. The work of the plagiarism working group has helped students understand the implications of visual and written plagiarism. The College has an effective process for checking the accuracy and comprehensiveness of student handbooks and module guides, in which all programme and pathway leaders participate.

44 The team also made some recommendations. It considered that it would be desirable for the College to formalise the internal moderation process for assignment briefs, based upon the University's guidance, to ensure its transparency for both external and internal scrutiny. It would also be desirable for the College to improve the recording of second marking and the final decision on grading during the internal moderation process, in order to ensure that the moderation process is fully recorded. Finally, the team considered it desirable for the College to include an explicit mapping of assessment criteria to intended learning outcomes within module guides for the benefit of students.

D Foundation Degrees

45 The College offers seven Foundation Degrees to 197.5 full-time equivalent students in the following curriculum areas: applied arts, commercial photography, contemporary textile practice, costume construction for stage and screen, creative fashion practices, creative film and moving image production, and graphic design. Five honours degrees offer progression to level six. In 2011 the College decided to deliver some generic modules in contextual and professional studies across all programmes.

46 The College has aligned its Foundation Degrees with the *Foundation Degree qualification benchmark* by integrating academic studies effectively with work-related learning. This is particularly evident with the Professional Studies module. Foundation Degree programmes provide learners with valuable opportunities to apply and develop work-related skills and knowledge in well resourced studios. Professional bodies have contributed to curriculum development, and employers' views have been used to inform curriculum design; particularly in fashion, graphic design, and photography. The Foundation Degree provision provides effective learning opportunities for students with good progression and retention.

47 The areas of good practice identified during the Summative review and listed in paragraphs 48 and 49 are common to the entire higher education provision.

E Conclusions and summary of judgements

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

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

- the collegial culture of the College encompasses a supportive and open-minded approach, professional enthusiasm, and inclusivity (paragraphs 12 and 35)
- the College's strong working relationship with Teesside University makes a significant contribution to the maintenance of academic standards (paragraph 13)
- the commitment of management and staff to reviewing and enhancing standards and quality is rigorous (paragraph 18)
- the scale and scope of staff development activity is extensive and relevant (paragraphs 21 and 31)
- the comprehensive and structured nature of the standardisation exercise, which includes all higher education academic staff and enhances standards and quality (paragraph 26)
- the continued use of enhancement funding involves all staff in a collaborative research process (paragraph 32)
- the development of enterprise and employability transfer, as demonstrated by the incubator and retail initiatives, positively promote associated commercial skills in students (paragraph 33)
- the College has produced clear and useful social media guidelines to support and ensure the monitoring of social networking platforms (paragraph 37)
- the College has an effective process for checking the accuracy and comprehensiveness of student handbooks and module guides, in which all programme and pathway leaders continue to participate (paragraph 41).

50 The team makes no recommendations for consideration by the College and its awarding body.

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

Integrated quality and enhancement review

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

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

Cleveland College of Art and Design action plan relating to the Summative review: November 2011

| Good practice | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
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| <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"> the collegial culture of the College which encompasses a supportive and open-minded approach, professional enthusiasm, and inclusivity (paragraphs 12 and 35) | <p>Develop a communication strategy</p> <p>Develop and embed staff academic mentoring scheme</p> <p>Establish an annual student feedback forum focused solely on learning, teaching and assessment with representation from all programmes</p> | <p>July 2012</p> <p>July 2012</p> <p>June 2012</p> | <p>Senior Management Team</p> <p>Assistant Curriculum Managers</p> <p>Programme Leaders; Assistant Curriculum Managers</p> | <p>Staff are well informed and understand the mechanisms available to communicate their views</p> <p>New staff have additional opportunities to become fully aware of College procedures and become integrated into the ethos of the College</p> <p>Student views can be used to inform the learning, teaching and assessment strategy, and curriculum development and re-approval</p> | <p>Senior Management Team</p> <p>Programme Leader Meetings</p> <p>Programme Management Team</p> <p>Programme Leader Meetings; Programme Management Team</p> <p>Senior Management Team</p> | <p>Principal sources of evidence - staff survey, minutes from College Management Team meetings</p> <p>Head of higher education to evaluate success of scheme following feedback from Assistant Curriculum Managers for Quality</p> <p>Head of higher education to evaluate the benefit of this evidence - minutes of meeting and feedback through Programme Management Team and Programme Boards of Study</p> |

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| <ul style="list-style-type: none"> the College's strong working relationship with Teesside University which makes a significant contribution to the maintenance of academic standards (paragraph 13) | Nominate staff to attend the Expert Practitioner Programme for educational partners run by Teesside University | March 2012 | Assistant Curriculum Managers | Staff are aware of changes in processes and regulations at Teesside University | Programme Management Team; Programme Leaders meetings | Head of higher education - feedback in Programme Management Team meetings to evaluate the value of this programme |
| | Named representatives attend School Academic Standards Committee and School Collaborative Committee meetings | January 2012 | Assistant Curriculum Managers | Information from Teesside University is disseminated to Head of higher education and to programme staff where appropriate | Programme Management Team; Programme Leaders meetings | Head of higher education to receive minutes and be informed of any possible Teesside University procedural changes by Assistant Curriculum Managers |
| <ul style="list-style-type: none"> the commitment of management and staff to reviewing and enhancing standards and quality is rigorous (paragraph 18) | Instigate monthly Programme Leader meetings | March 2012 | Head of higher education | Academic managers have opportunities to formally discuss issues on a more frequent basis | Senior Management Team | Head of higher education to evaluate the appropriateness of these meetings following feedback from Programme Leaders |
| | Review the effectiveness of new quality checks | July 2012 | Programme Management Team | Confidence that new processes assure the quality standard they are meant to enhance | Programme Leader meetings | Head of higher education to suggest changes to the processes if necessary. Evidence - examples of quality checks, written report from Assistant |

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| | Involve academic teams in re-approval and validation processes | December 2012 and when appropriate afterwards | Programme Leaders; Academic Staff; Assistant Curriculum Managers | Staff have greater ownership of their programmes through their involvement in the design of the programme and better understand how the processes of the design affect delivery | Programme Leader meetings | Curriculum Managers for quality Head of higher education to ensure that appropriate staff are involved in validation and that they have sufficient time to undertake the tasks. Evidence - timetabling data |
| | Minute pro forma are redesigned to add action columns which indicate where items need to be discussed at a strategic level by Senior Management Team | January 2012 | Heads of Committees | Senior Management Team have a process for ensuring that college-wide strategic issues are seen and discussed | Senior Management Team meetings | Senior Management Team to check that all appropriate minutes are presented at meetings |
| <ul style="list-style-type: none"> the scale and scope of staff development activity which is extensive and relevant (paragraphs 21 and 31) | Establish a systematic reporting of staff development take-up to heads of directorates | January 2012 | Director of Personnel & Student Support | Senior Managers are informed of the take-up of staff development activities within their directorates, in order that they can make informed decisions when approving or instigating staff development activities | Senior Management Team meetings | Heads of directorates to report on the value of the process at Senior Management Team and make suggestions for change/improvement to the reporting mechanism |
| | Implement Programme Leader Development Days | February 2012 | Programme Management Team | Support is in place to assure that | Head of higher education; | Programme Leader meetings to discuss |

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| | | | | Programme Leaders can do their jobs effectively | Director of Personnel and Student Support | effectiveness of development days and to set objectives for future days. Evidence - agendas, minutes of meetings, staff development evaluations |
| <ul style="list-style-type: none"> The comprehensive and structured nature of the standardisation exercise, which includes all higher education academic staff and enhances standards and quality (paragraph 26) | Review effectiveness of standardisation exercise on an annual basis | April 2012 | All academic staff | Assurance that the exercise does not become complacent and that changes are implemented to enhance the process | Programme Management Team | Programme Management Team ensure that changes are implemented in preceding years evidence - minutes of standardisation exercise and Programme Leader meeting minutes |
| | Establish separate standardisation exercise for the new generic modules | May 2012 | Academic staff teaching on generic modules | The College has confidence in parity of assessment judgements across all programmes | Programme Leaders | Programme Management Team to put training in place if there are any concerns regarding discrepancies in assessment judgements Evidence - minutes of standardisation exercise - which are designed to clearly show if inconsistencies exist |

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| <ul style="list-style-type: none"> the continued use of enhancement funding which involves all staff in a collaborative research process (paragraph 32) | <p>College maintains this funding within its annual budget setting activities</p> <p>Topics of research groups will reflect the aims and objectives of the learning, teaching and assessment strategy which will be linked to strategic objectives</p> | <p>On an annual basis</p> <p>June 2012</p> | <p>Head of higher education; Vice Principal for Finance</p> <p>Head of higher education; Head of Quality; Assistant Curriculum Manager - Teaching & Learning</p> | <p>The College has funding to allow these activities to continue</p> <p>Research activities have a direct impact on the development of the learning, teaching and assessment strategy linked to strategic objectives</p> | <p>Senior Management Team</p> <p>Programme Leader Meetings</p> | <p>Head of higher education evidence - budget setting data</p> <p>Head of higher education and Head of Quality to ensure that strategic objectives are being met. Evidence - minutes of group meetings, presentations from feedback day</p> |
| <ul style="list-style-type: none"> the development of enterprise and employability transfer, as demonstrated by the incubator and retail initiatives, which positively promote associated commercial skills in students (paragraph 33) | <p>Develop more work experience opportunities in the College shop (Folio) for those students interested in following a career in retail design</p> <p>Effective marketing of the incubator units</p> | <p>May 2012 and beyond</p> <p>May 2012</p> | <p>Business Development Manager; Programme Leaders</p> <p>Business Development Manager; Programme Leaders</p> | <p>Work experience opportunities are increased</p> <p>Students are well informed of the opportunities offered by the incubator units post-graduation</p> | <p>Programme Leader Meetings</p> <p>Programme Leader Meetings</p> | <p>Principal, Head of higher education and Business Development Manager to evaluate. Evidence - statistical data regarding take up of opportunities. Business Development Manager reports</p> <p>Principal, Head of higher education and Business Development Manager to</p> |

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| | Develop an employability strategy to enhance development opportunities throughout the student experience | April 2012 | Business Development Manager; Programme Leaders | The College has a coordinated approach to employability which will include, for example, guidelines on the remit of Industrial Liaison Groups | Head of higher education; Programme Leader Meetings | evaluate. Evidence reports from Business Development Manager Senior Management Team to approve and review. Evidence - employability Strategy, revised guidelines. Minutes of discussions, Programme Leader minutes |
| <ul style="list-style-type: none"> the College has produced clear and useful social media guidelines to support and ensure the monitoring of social networking platforms (paragraph 37) | Review guidelines on annual basis | July 2012 | Director of Personnel; Marketing Manager | Guidelines are up to date and fit for purpose | Senior Management Team meetings | Senior Management Team to approve/suggest amendments to guidelines. Evidence - minutes from meetings |
| <ul style="list-style-type: none"> the College has an effective process for checking the accuracy and comprehensiveness of student handbooks and module guides, in which all programme and pathway leaders participate (paragraph 41). | Produce proforma to record outcomes of handbook development days Establish a research group to suggest and disseminate ideas for the future development | July 2012 January 2012 | Assistant Curriculum Manager for Quality Assistant Curriculum Manager for | Additional check to ensure all changes have been made Continued improvement of content and layout to enhance student | Head of higher education Programme Leader Meetings; annual higher | Head of HE to ensure all pro forma are completed and checked to ensure compliance Assistant Curriculum Managers and Head of HE to implement approved changes |

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| | <p>of handbooks and module guides</p> <p>Student Support Representatives are involved in the handbook development day</p> | <p>July 2012</p> | <p>Teaching & Learning; Research group members</p> <p>Head of higher education; Student Support Manager</p> | <p>experience</p> <p>Ensures that all information in the handbook is accurate</p> | <p>education staff development day</p> <p>Head of higher education</p> | <p>Evidence - outcomes from research group</p> <p>Head of higher education to report to Director of Student Support to ensure student support involvement in content of handbooks. Evidence - sign off of student support information in handbooks, attendance lists at development day</p> |
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