Integrated quality and enhancement review

Summative review

East Riding College

January 2012

SR 028/12

Preface

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

Purpose of IQER

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

The IQER process

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

Developmental engagement

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

The main elements of a Developmental engagement are:

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

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

Summative review

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

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

Evidence

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

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

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

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

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

Outcomes of IQER

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

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

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

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

Executive summary

The Summative review of East Riding College carried out in January 2012

As a result of its investigations, the Summative review team (the team) considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership 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:

- the College has developed initiatives to involve employers in a range of formative assessments that enhance the student experience of working practice
- the 'bite-size' modules, in which prospective students can participate, are fully appreciated and very useful to prepare them for higher level study
- there has been significant and innovative progress in mentor development and the mentors' use of the improved College virtual learning environment, which enables quick and effective communication.

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:

- utilise its current processes to undertake a specific annual review of higher education programmes to provide the College with a comprehensive overview of its provision
- dedicate a section of its staff development strategy, specifically in support of higher education provision, that articulates the range of opportunities and partnerships available to eligible staff, and defines ways in which staff participation and achievement are recorded and monitored
- carry out a regular and comprehensive review of all reading lists, including those produced by the Learning Resource Centres, to ensure currency.

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

- ensure that students understand the role and use the expertise of the Learning Resource Centre Facilitators to enhance the potential impact on their learning experience
- consider the inclusion of employer case studies in the higher education prospectus to highlight the range of employer engagement developed by the College and to promote student success.

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 East Riding College (the College). The purpose of the review is to provide public information about how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes which the College delivers on behalf of the University of Hull and the University of Huddersfield. The review was carried out by Mr Paul Chamberlain, Mr Jonathan Doney, Ms Ann Hill (reviewers), and Dr Margaret Johnson (coordinator).

2   The Summative review team (the team) conducted the review in agreement with the College and in accordance with *The handbook for Integrated Quality and Enhancement Review* (the handbook), published by QAA. Evidence in support of the Summative review included documentation supplied by the College and its awarding bodies, meetings with staff, students, employers and partner institutions, 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 this Developmental engagement is provided in Section C of this report. The review also considered the College's use of the Academic Infrastructure, developed by QAA on behalf of higher education providers, with reference to the *Code of practice,* 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   East Riding College is a further education college based on two main campus sites in Beverley and Bridlington. It was formed in 2002 by the merger of Beverley College and East Yorkshire College. The College mission states 'East Riding College will be a leader in the economic and social development of the region, working in partnership to provide access to the highest quality education and skills training to meet the needs of individuals, employers and the wider community'. The College offers a wide range of education and training opportunities for the population of East Riding which covers 1,000 square miles. The East Riding district of Yorkshire has a number of areas that are in the most deprived 10 per cent in the country, and the College has a clear focus on widening participation.

5   The College works in collaboration with two higher education institutional partners, the University of Hull and the University of Huddersfield, to provide a curriculum that meets the needs of the students and the demands of employers within the region. The volume of higher education activity in the College has doubled since 2006 and represents 6 per cent of the total delivery. The provision comprises six Foundation Degrees, one Honours degree and a Certificate in Education/Professional Graduate Certificate in Education. The College enrolled 5,345 (1,933 full-time equivalent) learners in 2011-12, of which 1,715 are full-time learners. There are 262 higher education learners (171.81 full-time equivalents) of which 125.81 full-time equivalents are part-time students.

6   The higher education programmes at the College funded by HEFCE are listed below by awarding body, and with full-time equivalent student numbers in brackets.

University of Hull

- FdA in Applied Digital Media (14)
- FdEd in Early Childhood Policy and Practice (26)

- FdSc in Health and Social Care (2)
- FdEd in Learning Support (34)
- FdSc in Computing (18)
- FdSc in Sport, Exercise and Health Sciences (18)

University of Huddersfield

- BA (Hons) Education and Training (14.5)
- Certificate in Education/Professional Graduate Certificate in Education (45)

Partnership agreements with the awarding bodies

7   The College has worked in partnership with the University of Huddersfield since 1994 to deliver initial teacher training programmes. Responsibility for curriculum development, programme specifications and setting of assessments rests with the University. The College staff carry out first marking of assignments, while responsibility for moderation and second marking is shared between the two institutions.

8   The University of Hull has been a validating partner of the College's direct provision since 2001. Management responsibilities are devolved to the College who implement the design, delivery, assessment and reporting of the programmes.

Recent developments in higher education at the College

9   The College has recently enhanced its academic structure by the revision of its Higher Education Committee and the introduction of a higher education conference. Both provide the opportunity for staff to share good practice and engage in relevant staff development. Validation for a top-up degree in Sport, Exercise and Health Science and a full-time Foundation Degree in Early Childhood Policy and Practice is currently being sought with the University of Hull. The College is planning to locate to a new campus in the centre of Beverley in September 2013.

Students' contribution to the review, including the written submission

10   Students studying on higher education programmes at the College were invited to present a submission to the team. This written submission was prepared by two full-time Foundation Degree students with the support and guidance of the Director of Learner Services, Collaboration and Diversity. The submission was based on the outcomes of the National Student Survey of final year students and the annual Perception of College survey completed by all higher education students. It offered a range of student reflections and was useful to the team during the review. In addition, students made useful contributions to the review in a meeting with the team during the visit.

B Evaluation of the management of HEFCE-funded higher education

Core theme 1: Academic standards

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

11 The College works in collaboration with its two partner awarding bodies. The College's responsibilities for ensuring the standards of its higher education provision are specified in formal agreements with each of the universities. The relationships with the universities are strong and support the College in the delivery of its responsibilities for the management of academic standards under the terms of its validation agreements.

12 The College organisational structure for higher education clearly specifies how responsibilities for the management of the higher education provision and the maintenance of academic standards are delegated. The structure and processes ensure compliance with the relevant, but contrasting, awarding body quality assurance processes. The College has significant devolved responsibility from the University of Hull for assessment. However, University staff scrutinise summative assessment tasks before they are considered by external examiners. There is a franchise agreement with the University of Huddersfield, which is shared with an extensive network of other institutions. Internal moderation of coursework for the Certificate in Education/Professional Graduate Certificate in Education takes place through regional partner meetings and involves the Designated Academic Liaison Officer and the College Curriculum Leader.

13 A specialist higher education committee at the College is responsible for receiving reports on all matters relating to higher education and for reporting to the College Academic Board. Responsibility for the strategic direction and performance of all higher education programmes lies with the College's Board of Corporation which receives reports from senior management.

What account is taken of the Academic Infrastructure?

14 All staff are familiar with the requirements of the Academic Infrastructure through internal processes at curriculum area level, the external partnerships with the validating bodies, and the associated networks for regional provision. The University of Hull provides guidance and opportunities for staff to develop new programmes by working with the relevant university department. Staff who work with the University of Huddersfield are fully involved in course development through consortium arrangements such as the annual programme of network meetings, to consider and implement the Academic Infrastructure in the development of programme specifications and module descriptors. The team confirms that College staff and the validating bodies can identify ways in which the formal processes of annual monitoring, curriculum planning for new and reviewed awards, and network-based staff development activities enable all staff to know that the academic standards they provide, and the feedback they offer, meet the requirements of the *Code of practice, Section 6: Assessment of students* and the FHEQ.

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 bodies?

15   The College has comprehensive quality assurance arrangements to ensure that it can effectively discharge its responsibilities for academic standards as detailed in the partnership agreements. Compliance is carefully monitored through the College Quality and Teaching Standards Unit and the Higher Education Committee. The College has its own Higher Education Quality Manual, which is approved by the Academic Board and reviewed annually, and its own assessment policy, which is regularly reviewed and regulates the overall assessment procedures.

16   Staff working within the devolved arrangements with the University of Hull, and the more formalised assessment regime with the University of Huddersfield, are able to identify ways in which they achieve effective ownership of assessment, feedback and the monitoring of academic standards. Each awarding body requires programme teams to complete an annual monitoring review to provide comprehensive information on all aspects of the provision. The reviews for the University of Hull feed into a College Partner Quality Enhancement Review, and the Annual Evaluation of Courses for the University of Huddersfield programmes includes an analysis of the effectiveness of the support offered to students.

17   External examiners comment on academic standards and the quality of assessment through the systems provided by the validating bodies. The College ensures that an action plan is developed for each external examiner's report, and an annual summary of the reports is presented to the Higher Education Committee. External examiners are not always able to provide explicit individualised comments identifying the College in the consortia provision, but staff confirm that they receive informal feedback at the Board of Examiners and in regional network meetings. In addition, link tutors at both validating institutions ensure that they are able to make effective responses to external examiner comments on academic standards. Although the College fulfils its partnership obligations, it does not prepare an internal report that draws together the Annual Monitoring Reports in the same way that it considers external examiners' reports. An annual summary report would provide the College and its current and future validating partners with a comprehensive overview of its higher education provision.

18   The Developmental engagement noted that the College had not articulated an explicit definition of good academic practice, and that the encouragement of appropriate practice was inconsistent. A range of initiatives has been developed to ensure that staff and students understand the intrinsic elements of good academic practice. The implementation of these initiatives, confirmed by the students, includes access to designated virtual learning environments which supplement study skills, guidance on plagiarism for staff and students, and advice in handbooks concerning referencing. The College has also introduced the use of plagiarism detection software.

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

19   A Staff Development Officer works with College managers to support activities related to higher education, including research and scholarly activity. A variety of training activities are recorded centrally for all staff, but higher education activity is not always clearly differentiated or comprehensively reported. The Developmental engagement recommended that the College should consider further the development of its processes to share good practice in assessment more effectively. The team noted recent sharing of practice between

colleagues delivering the Foundation Degrees in Learning Support and in Early Childhood Policy and Practice.

20   The recently developed annual conference for higher education staff is held at the University of Hull, with input from university practitioners, and is shared with colleagues from another college. The most recent event included an update on the development of the UK Quality Code for Higher Education with presentations and workshops on best practice in higher education. The conference and the recent inclusion of presentations of successful curriculum innovation at meetings of the Higher Education Committee have helped support scholarly activity underpinning higher education teaching.

21   The College claims and the team endorse an increase in emphasis on staff development in support of higher education standards. Staff participation in regional networks is appropriately recorded, and responses to the higher education conference are effectively monitored. Innovative examples of curriculum practice, presented to the Higher Education Committee, are critically guided by the Assistant Director, Quality and Teaching Standards Unit. However, the intended emphasis on higher education standards is not made explicit in staff development policy documents, nor is it consistently recorded and monitored through annual staff records. The team heard about informal support and guidance for staff for further study of higher degrees, but found no formal tracking of their achievement in research and scholarly activity. However, this newly emerging evidence of scholarly activity illustrates potential for further development. Development of the College staff development strategy to articulate the range of opportunities and partnerships available to eligible staff, and the way in which staff participation and achievement is recorded and monitored, would enhance the higher education profile of the College.

> **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?

22   The responsibilities for managing the quality of learning opportunities reflect those for managing academic standards, as described in paragraphs 11 to 13. The Assistant Director, Quality and Teaching Standards Unit, and the Assistant Director, Adult and Higher Education Developments provide assurance to the awarding bodies that quality assurance practices are met. The formal committee structure, which is part of the internal College reporting processes, provides an efficient and effective mechanism for managing 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?

23   At programme level, Heads of Curriculum Area are responsible for the monitoring of courses and for reporting to the Quality and Teaching Standards Unit, the Curriculum and Quality Meetings, and Planning and Performance Meetings, where key performance indicators are presented and monitored. All curriculum areas are monitored through

Curriculum and Quality Reviews twice a term, which examine a range of performance indicators and address any issues impacting on the quality of learning opportunities for students. The Higher Education Student Focus Group Action Plan informs annual course monitoring reports and contributes to the College's annual Quality Improvement Plan for Higher Education. The team consider this to be a robust and rigorous process.

What account is taken of the Academic Infrastructure?

24   The team confirms the claim in the self-evaluation document that the College uses the development and validation of its higher education courses as a method to increase staff awareness of the Academic Infrastructure. At the course design and approval stage, the College works closely with its link tutors and awarding bodies to ensure that there is appropriate engagement with the FHEQ, relevant sections of the *Code of practice,* and the appropriate subject and qualification benchmark statements, together with consideration of relevant equality and diversity policies.

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

25   The College's Learning and Teaching Policy requires that all teachers have at least a level 5 teaching qualification. The relevant university approval processes ensure that all staff teaching higher education are appropriately qualified and are approved by the universities for the roles they undertake prior to the start of their teaching. All staff new to teaching higher education are allocated an experienced teacher who acts as a mentor.

26   The College has a rigorous lesson observation process that is based on Ofsted grading criteria. All full and part-time teaching staff are observed annually, and complete an ungraded peer observation to share good practice across programmes. The College acknowledges that further development of its lesson observation process is required to match it to the needs and expectations of higher education. In collaboration with the University of Hull, and another local college, the College is developing a new higher education peer observation process which will draw on best practice from current methods.

27   Student views on teaching and learning are collected annually in the National Student Survey and in the annual Perception of College survey. Feedback is analysed, evaluated and considered by the Higher Education Committee. Students confirm that a variety of stimulating teaching and learning methods are used by knowledgeable staff and rate assignment feedback from tutors as 'good'. The Higher Education Working Group has addressed an advisable recommendation from the Developmental engagement regarding the opportunity for second markers to give critical feedback. All programmes now use a standardised feedback form that highlights both strengths and areas for improvement.

28   The College has encouraged innovative initiatives to involve employers in assessment. Employers, working with staff and students across most programmes, use an imaginative range of formative assessments, including peer appraisal, employer feedback and market analysis. In particular, the Foundation Degree Applied Digital Media students engage in a professional commission to supply short film features for a local business awards ceremony and receive feedback from a broad audience. The initiatives and distinctive formative assessment procedures enhance the student learning experience.

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

29   Student support is an aspect where the College is rated higher than the sector average by the National Student Survey. Students confirmed that they receive helpful information about their programmes from a variety of sources, including direct contact with

course tutors. All prospective higher education students are offered a pre-programme guidance interview, which includes financial advice and pastoral information. They are invited to open days and enrolment events, and students appreciate the usefulness of 'bite-size' modules in which they can participate to prepare them for higher level study.

30   Staff in the Learning Resource Centre are proactive in the support of higher education students through a range of induction sessions covering a number of topics. The sessions are well received by students. Learning Resource Centre Facilitators are appointed to each curriculum area and act as a link to programme leaders to provide further support. However, the team found students to be largely unaware of the Learning Resource Centre Facilitator role and the potential impact on their learning experience.

31   The Higher Education Student Academic Support Procedure policy specifies how students can access academic support. Early on-programme screening of all students identifies those with particular support needs. Students are referred to the College's Learner Services Team and, if required, to the relevant university Guidance and Academic Support Units. All full and part-time students receive regular individual and group tutorials, and students confirm that issues raised are dealt with effectively and that they are kept informed of progress and outcomes.

32   Students on work placements receive support mainly through a nominated mentor, who is either the placement provider or an individual selected by the trainee. Employers confirm that they receive mentor training and a handbook which details their roles and responsibilities. Students on placement, and some mentors, find the College's virtual learning environment a valuable and useful additional resource especially when contacting tutors, who regularly visit students and meet with their mentors. The online tutorial process forms part of the students' Personal Development Plan. The team recognises the significant and innovative progress in mentor development and their use of the improved College virtual learning environment since the Developmental engagement.

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

33   The College staff development policy specifies how applications for staff development should be made. Each curriculum area has a staff development budget which can be used to support the development of its teaching teams following an annual staff appraisal that identifies individual staff development needs. All staff at the College undertake mandatory staff development and are required to record their continuous professional development for the Institute for Learning. Mandatory staff development is focused mainly on matters of further education compliance rather than specific development issues related to higher education. There is no overarching strategy for professional development of higher education staff and there is a need to provide more comprehensive information to staff to advise them on accessing continuous professional development specifically related to higher education.

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?

34   The management of resources involves each curriculum area in rigorous and well understood annual operational and budgeting cycles. Annual monitoring reports include a review of learning resources which is a standing item on the Higher Education Committee agenda. Requirements for individual programmes are regularly reviewed between the Learning Resource Centre Facilitators and Programme Leaders. The recent revalidation of

the University of Huddersfield programmes involved a visit to the College and an inspection of resources. Learning resources are also reviewed as part of the University of Hull Partner Quality Enhancement Review. Overall, these processes ensure that the required staff and physical resources are in place.

35   The College's survey of its higher education students confirms that the majority are satisfied with their resources. Students confirmed that the College's two Learning Resource Centres are well stocked with appropriate learning materials. In response to the student survey the College has dedicated two silent study rooms for the exclusive use of higher education students that are appreciated and well used. The College is considering the provision of a silent study area for its higher education students in its new build.

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?

36   The College publishes a dedicated higher education prospectus, with clear course, career and progression information. It is available electronically and in hard copy. In response to student feedback, more explicit information on assessment has recently been added. Employers are mentioned briefly in the prospectus but this does not give full recognition to the range of initiatives that have been developed to engage employers in the higher education provision. The information would be enhanced by including employer case studies to promote student success.

37   The College has developed its own student and module handbooks for programmes validated by the University of Hull. They are available on the College website. The College has addressed a recommendation in the Developmental engagement to improve the consistency of information in the handbooks with standardised content and design. However, the team found that some module handbooks and leaflets produced by the Learning Resource Centres contain reading lists that are relevant but not always current. All reading lists, including those of the Learning Resource Centres, should be regularly and comprehensively reviewed to ensure their currency.

38   The College has responded effectively to the Developmental engagement recommendation to develop the virtual learning environment. It now provides good levels of information for students about their course. The website is attractive, easy to navigate, accessible, and suitably differentiated for higher education. It has a helpful search facility for courses and the opportunity for potential students to apply online. Students, staff and employers confirm that they use the virtual learning environment frequently and that they find it valuable.

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?

39   The College cooperates closely with its partner universities to gain approval for the programme information it wishes to publish. The agreements with both universities contain

specific reference to the approval of all publicity material and engage with the relevant precepts of the *Code of practice, Section 2: Collaborative provision and flexible and distance learning (including e-learning)*. All relevant information is referred by the College to its partner universities and approved by each partner through different but well understood processes.

40   Formal, clear and robust internal arrangements are in place to assure the accuracy and consistency of published information. They are clearly understood by staff. The College's marketing team is responsible for regularly updating and assuring the accuracy of the College website. However, the team found that some course information sampled on the website does not contain information relating to progression opportunities for students. The team recognises that the College has noted the challenges of coordinating version control in all media and that processes to improve consistency are continuing to develop. For example, the College has produced a useful diagram of quality assurance processes in hard copy and on the website highlighting responsibilities for the mapping of course information.

41   Programme leaders take the initial responsibility for information on the College virtual learning environment, and Heads of Curriculum Areas audit the information for accuracy. The E-Learning Manager has overall responsibility. The awarding bodies confirm that they are satisfied with the quality assurance processes that assure the accuracy and completeness of published information.

42   The College has introduced quality assurance and audit procedures for information on its virtual learning environment to reduce the inconsistencies in the information provided to students. The recently introduced audit is a helpful development to ensure consistency of content, although the impact of this has yet to be measured. Students confirm that they receive all the programme information they require to achieve the programme intended learning outcomes and that the information accurately reflects their experience of the programmes.

> **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

43   The Developmental engagement in assessment took place in February 2011. Three lines of enquiry were agreed with the College and ensured that all IQER core themes could be addressed. These took the form of the following statements:

- the College ensures that students receive good quality support and learning opportunities, including appropriate and timely feedback on assessed work, which promote the development of good academic practice and facilitate improvements
- work-based placements and learning, alongside the engagement of employers, enhance student assessment opportunities and contribute to providing students with the skills and knowledge required for career progression
- the College ensures that public information on assessment, for which it is responsible, is accurate and complete and enhances the students' assessment experience.

44   The Developmental engagement team identified some subject-related good practice in the Foundation Degree in Early Childhood Policy and Practice where effective use is made of formative assessment. The grading criteria and grading matrix are accessible and used consistently and give students clear information about the marks awarded to each element of an assignment.

45   The Developmental engagement team also made a number of advisable recommendations focused on the articulation of a comprehensive definition and coherent policy to encourage good academic practice. The College was advised to include an evaluation of current innovation in the College and its integration into broader approaches to teaching and assessment. There was also a need to formalise and specify the requirements of mentors to ensure consistency of practice, and to undertake a review of feedback forms used for assessment to ensure that all second markers have the opportunity to provide comments and consistency of information for students.

46   The Developmental engagement team also made a number of desirable recommendations with a view to enhancing the provision. It identified the need to encourage more extensive use of the virtual learning environment to allow students to engage in a wide range of assessment processes and activities in order to enhance good academic practice. In addition, the team advised the development of processes to share good practice in assessment more effectively and to explore ways in which employers and mentors could take a greater role in the assessment of students, to enhance the student experience.

D   Foundation Degrees

47   The College currently runs six Foundation Degrees validated by the University of Hull. There are 50 students attending the programmes on a full-time basis and 93 students attending part-time.

48   In response to market research undertaken with the local community and employers, there are advanced plans to offer the Foundation Degree in Early Childhood Policy and Practice, validated by the University of Hull, in full-time mode.

49   The areas of good practice and recommendations identified during the Summative review are common to the whole provision. They are listed in the main conclusions, paragraphs 50 to 57.

E   Conclusions and summary of judgements

50   The team has identified a number of features of good practice in East Riding 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 Huddersfield and the University of Hull.

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

- the College has developed initiatives to involve employers in a range of formative assessments that enhance the student experience of working practice (paragraph 28)

- the 'bite-size' modules, in which prospective students can participate, are fully appreciated and very useful to prepare them for higher level study (paragraph 29)
- there has been significant and innovative progress in mentor development and the mentors' use of the improved College virtual learning environment, which enables quick and effective communication (paragraphs 32 and 38).

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

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

- utilise its current processes to undertake a specific annual review of higher education programmes to provide the College with a comprehensive overview of its provision (paragraph 17)
- dedicate a section of its staff development strategy, specifically in support of higher education provision, that articulates the range of opportunities and partnerships available to eligible staff, and defines ways in which staff participation and achievement is recorded and monitored (paragraphs 19, 21 and 33)
- carry out a regular and comprehensive review of all reading lists, including those produced by the Learning Resource Centres, to ensure currency (paragraph 37).

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

- ensure that students understand the role and utilise the expertise of the Learning Resource Centre Facilitators to enhance the potential impact on their learning experience (paragraph 30)
- consider the inclusion of employer case studies in the higher education prospectus to highlight the range of employer engagement developed by the College and to promote student success (paragraph 36).

55   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 bodies.

56   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.

57   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.

East Riding College action plan relating to the Summative review: January 2012						
Good practice	**Action to be taken**	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
In the course of the Summative review the team identified the following areas of **good practice** that are worthy of wider dissemination within the College:						
• the College has developed initiatives to involve employers in a range formative assessments that enhances the student experience of working practice (paragraph 28)	Review on an annual basis initiatives to involve employers in formative assessments across all programmes	November 2012	Assistant Director, Quality and Teaching Standards Unit with Programme Leaders	Production of an annual report demonstrating the further development of initiatives to involve employers in formative assessment	Higher Education Committee	Annual report College Self-Evaluation Report
• the 'bite-size' modules, in which prospective students can participate, are fully appreciated and very useful to prepare them for higher level study (paragraph 29)	Offer the 10 credit modules during 2012 to prospective students Promote via the College website and internally through the College virtual learning environment	July 2012	Assistant Director, 14-19 Developments	Recruitment to the allocated four Additional Student Numbers Successful achievement of 10 credits	Higher Education Committee	Analysis of recruitment against target and success
• there has been significant and innovative	Further develop the role of mentors across all new and existing	November 2012	Assistant Director, Quality and Teaching	Positive feedback from mentors and students on the	Higher Education Committee	Student survey results

progress in mentor development and the mentors' use of the improved College virtual learning environment, which enables quick and effective communication (paragraphs 32 and 38)	programmes		Standards Unit with Programme Leaders	mentor role		Direct feedback from mentors
	Explore the development of a dedicated area of the virtual learning environment for mentors	September 2012	E-Learning Manager	Completed review of providing dedicated area on virtual learning environment to mentors	Higher Education Committee	Written report
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:						
• utilise its current processes to undertake a specific annual review of higher education programmes to provide the College with a comprehensive overview of its provision (paragraph 17)	Produce an annual College self-evaluation covering all higher education provision making use of existing processes, such as annual monitoring of programmes and partner quality enhancement reviews	January 2013	Assistant Director, Quality and Teaching Standards Unit	Comprehensive annual review of all College higher education provision approved by the relevant College committee	Higher Education Committee, Academic Board	College Self-Evaluation Report
• dedicate a section of its staff development strategy, specifically in	Section related to higher education provision and staff development opportunities for staff	July 2012	Director of Human Resources and Staff Development	Range of opportunities for staff development specifically related to higher	Higher Education Committee, Academic Board	Annual Staff Development evaluation report College

support of higher education provision, that articulates the range of opportunities and partnerships available to eligible staff, and defines ways in which staff participation and achievement is recorded and monitored (paragraphs 19, 21 and 33)	involved in higher education to be included in the Higher Education Strategy and the Staff Development Policy Methods for recording participation, achievement and monitoring of higher education staff development activities to be included in the staff development section of the Human Resources Quality Manual		Officer	education more clearly articulated in Staff Development Policy Clear records in Human Resources service area of staff participation and achievement in specific staff development related to higher education Participation recorded annually by higher education staff in Continuing Professional Development logs		Self-Evaluation Staff Continuing Professional Development logs
• carry out a regular and comprehensive review of all reading lists, including those produced by the Learning Resource Centres, to ensure currency (paragraph 37)	All reading list materials held in the Learning Resource Centres to be reviewed and updated as appropriate Learning Resource Centre Facilitators to review reading lists with programme	May 2012 June 2012	E-Learning Manager	Rigorous process for reviewing and updating reading lists in place Up to date reading lists for all modules held centrally and	Higher Education Committee	Documented sign-off procedure for reading lists Student survey feedback

	Action to be taken	Target date	Action by	Success indicators		
	leaders to ensure currency of resources listed			effectively managed		
	Reading lists for each module to be held centrally on College virtual learning environment within Learning Resource Centre section	September 2012		Positive feedback from students and external examiners on accuracy of reading lists		
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:						
• ensure that students understand the role, and utilise the expertise of, the Learning Resource Centre Facilitators to enhance the potential impact on their learning experience (paragraph 30)	Review student induction processes to ensure learners are aware of the full range of support offered by the Learning Resource Centre Facilitators	September 2012	E-Learning Manager	Increased use of Learning Resource Centre Facilitator expertise by higher education students, including the use of resources on College virtual learning environment Higher levels of student satisfaction with learning resources	Higher Education Committee	Student survey feedback

	consider the inclusion of employer case studies in the higher education prospectus to highlight the range of employer engagement developed by the College and to promote student success (paragraph 36)	Case studies will be sourced and included in the prospectus, where other content allows Case studies will include photograph and concise description of benefits to the individual and employer	September 2012	Marketing and Communications Manager	Case studies appear in published prospectus	Higher Education Committee	Annual prospectus evaluation process

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The Quality Assurance Agency for Higher Education
Southgate House
Southgate Street
Gloucester
GL1 1UB

Tel   01452 557000
Fax   01452 557070
Email comms@qaa.ac.uk
Web   www.qaa.ac.uk