



Integrated quality and enhancement review

Summative review

Redbridge College

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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 Redbridge College carried out in February 2012

As a result of its investigations, the Summative review team (the team) considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreement, for the standards of the 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 flexible and responsive tutorial provision which, with the effective use of the virtual learning environment, supports feedback, development of learning skills and assessment practice, and is well matched to the individual needs of students.

Recommendations

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

- put in place procedures to ensure all quality assurance processes are carried out consistently and that related documentation is designed and completed to an appropriate standard.

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

- introduce mechanisms to ensure current and past good practice in the management and delivery of higher education is incorporated into future developments
- ensure that a staff development strategy is included in the newly developing higher education strategy and that it includes the encouragement of appropriate scholarly activity.

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 Redbridge 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 East London. The review was carried out by Mr Peter Cutting, Ms Catherine Fairhurst (reviewers) and Mr Peter Clarke (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 the awarding body, a meeting with students, the student written submission, 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 was conducted by a desk-based study. The review also considered the College's use of the Academic Infrastructure, developed by QAA on behalf of higher education providers, with reference to the *Code of practice*, subject and award benchmark statements, the FHEQ, and programme specifications.

3 In order to 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 The College is located on the border between East London and West Essex within the Borough of Redbridge, which has areas of high deprivation and is measured ninth most ethnically diverse authority in the country. The main campus is at Chadwell Heath with a separate campus in Ilford Town Centre. The College has approximately 3,000 students, of whom 17 are on the higher education Post Compulsory Education and Training programmes. These are delivered by two members of staff at the Chadwell Heath campus, alongside further education.

5 The College mission statement, as stated in the College Operating Plan, is based on the acronym 'WINNERS': 'Welcome and value all learners; Inspire citizenship; Nurture and develop potential; Nourish personal growth; Embrace equality and diversity; Recognise and reward achievement; Support learners to reach their goals'. The College was inspected by Ofsted in October 2010, and was graded good overall with some outstanding areas. Quality assurance procedures were judged as 'rigorous and effective', and self-assessment was judged as 'accurate, incisive and perceptive'.

6 The College has the following higher education provision which it offers on behalf of the University of East London (the University):

- Certificate in Education
- Professional Graduate Certificate in Education.

There are nine full-time equivalent students across the two programmes.

Partnership agreements with the awarding body

7 The programmes are franchised from the University and offered along with other partner colleges. The College has no direct input into assessment processes or the production of related information.

Recent developments in higher education at the College

8 As part of a strategic review of its higher education provision, the College has significantly reduced the number of programmes offered over the past two years. The final cohort of students on the FdA Teaching Assistants completed the programme in July 2011, after which the University ceased to offer the programme. Students who had successfully completed the first year of the FdA Creative Industries transferred to the BA Music at the University. The current programmes are in their final year. The College intends to offer new higher education programmes once it has completed its strategic review.

Students' contribution to the review, including the written submission

9 Students studying on higher education programmes at the College were invited to present a submission to the team. This was presented as part of the self-evaluation document. It is based on responses to questions derived from the QAA explanatory booklet discussed at a focus group and on students' personal statements. A meeting was also held with students during the preparatory meeting. The outcomes of this meeting and the written submission were helpful in informing the agenda for the review.

B Evaluation of the management of HEFCE-funded higher education

Core theme 1: Academic standards

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

10 The College's oversight of its higher education provision is effective. Under the terms of the Memorandum of Cooperation, the College has a franchise arrangement with the University of East London to offer the education programmes and operates as a member of a consortium of colleges. The responsibilities and quality procedures are set out in a comprehensive collaboration handbook and quality and enhancement policy. The Deputy Principal for Curriculum Quality and Learner Services has executive responsibility for the higher education provision at the College. Higher education programme coordinators play an important role in the delivery and management of the provision. The College's Senior Manager for Quality scrutinises responses to external examiners' reports, review and enhancement process forms, and module analyses before forwarding them to the awarding body.

11 Following the Developmental engagement, the College has reorganised the higher education committee structure and has given the Higher Education Advisory Committee a key, pivotal position. The membership and terms of reference for this committee show that it has the central operational responsibility for standards and learning opportunities in higher education programmes. The College's committee structure is clear and appropriate and

enables the College to manage its higher education provision effectively within its further education systems.

12 The College has effective means of determining the views of students and local employers and has used these to inform the strategic review of its higher education provision. It has concluded that the previous offer was not meeting local needs and hence it is withdrawing from the current agreement with the University of East London, with the last cohort of students finishing at the end of the 2011-12 academic year. Evidence presented to the team and discussion with College staff showed that the College has plans for developing a new higher education offer, which it believes will better reflect local needs. The University, the Developmental engagement, the College's own review processes, and evidence presented for this Summative review have confirmed that the College manages its responsibilities for the quality of higher education effectively. The review team considers that it is desirable that the College introduces mechanisms to ensure that the past and current effective practice in higher education management and delivery is incorporated into future developments.

What account is taken of the Academic Infrastructure?

13 The programmes take due note of the Academic Infrastructure. Subject benchmark statements have been incorporated into programme designs and there are well presented programme specifications. Appropriate note is taken of the *Code of practice*, including *Section 6: Assessment of students* and *Section 2: Collaborative provision and flexible and distributed learning (including e-learning)*. The relevant subject benchmark statement was mapped by College staff on to a University template when the FdA Creative Industries programme was designed. The franchised programmes were developed by the University in line with the Academic Infrastructure, which is incorporated into the Collaborative Agreement. The Developmental engagement found that the staff have a clear understanding of the elements of the Academic Infrastructure. Although there is no bespoke subject benchmark statement for the discipline of Education Studies, the programmes show close conformity to the level descriptors for the awards of Certificate of Higher Education and Postgraduate Certificate.

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 its validating partner and awarding body?

14 The processes for ensuring the academic standards of the higher education provision are integrated within the mainstream further education performance improvement, monitoring and reporting systems. These further education quality assurance procedures are rigorous. The higher education quality cycle is incorporated within the College's quality calendar with differentiation to fulfil the requirements of the awarding body. The quality assurance procedures include individual self-assessment reports and quality action plans as part of the College's internal systems, along with review and enhancement reports and module analyses for the University. Standards are upheld and if any issues arise they are quickly highlighted and addressed.

15 The termly quality improvement reviews allow reflection and in several cases lead to clear and well evidenced action plans, with target dates and specific staff responsibilities. However, there has been a lack of consistency in the formats used in the reporting of quality improvement reviews for the various programmes offered until 2010-11. Furthermore, other quality forms have not always been fully completed. Staff acknowledged that there had been instances of poor communication. Some responses had been sent directly to the University from programme teams, rather than going through the formal College procedures. In view of

the College's development plans for higher education, it is advisable the College ensures that quality procedures are consistently followed and that related documentation is designed and completed to an appropriate standard.

16 College programme leaders and higher education coordinators are well supported by the parent programme at the University and there is clearly a good relationship between the College staff and the Field and Programme Leader at the University. This relationship is enhanced by the liaison with each programme's University link tutor whose role is defined in detail by the University. The link tutor is key to ensuring consistency in assessment, attends programme committees at the College, and collates the information to prepare the review and enhancement report. The collaborative relationship between the University and the College operates well and it is evident that students on the programmes have benefited from the collaborative relationship in terms of their learning experience.

17 Student assignments are devised by the University. Although all the partner colleges have opportunities to influence these at annual partnership conferences, there is no clear evidence of the College's influence. All forms of assessment are sent for consideration to the University's field boards.

18 The Developmental engagement concluded that it was difficult for the College to abstract relevant comments from the external examiners' reports for the education and the FdA Teaching Assistants programmes, because their reports, which are sent to the University, relate to all partnership colleges. This has been addressed. The University now extracts relevant comments and sends these to the College. This enables the College to make a prompt and appropriate response and ensure that assessment practices are aligned to the Academic Infrastructure. External examiners consistently note that the College is working to the appropriate standards and that student achievement is at an appropriate level. They also make positive comments on the improvements that have resulted from the College acting on the identified areas for improvement.

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

19 The staff development requirement for collaborative partners is described in the University Collaboration Handbook which includes induction, effective learning and teaching strategies, grading criteria, and other aspects of higher education. The University has provided staff development sessions on standardisation of marking and completion of review and enhancement process forms, as well as a conference for collaborative provision. New staff are asked to attend the certificate in teaching programme and are allocated a mentor.

20 Staff have a good record of attendance at formal staff development events at both the University and the College. All staff delivering the programmes have undertaken relevant higher education-related staff development and continuing professional development on a range of themes. There is evidence of preparation for teaching in higher education and subject updating in their curriculum vitae. It is important that the development of staff teaching on higher education programmes includes planned scholarly activity, and so the team considers it desirable that an appropriately focused staff development strategy is included in the newly developing higher education strategy.

The team concludes that it has confidence in the College's management of its responsibilities as set out in its partnership agreement for the management and delivery of the standards of the 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?

21 The arrangements outlined in paragraphs 10 and 11 apply to the management of the quality of learning opportunities. The University's Collaboration Handbook includes a calendar to ensure that the various elements of the quality system take place in the correct order at an appropriate time. The team was able to confirm that the College follows the University's guidelines. The College fulfils its responsibility for obtaining student feedback on the quality of the programmes. This includes undertaking a detailed and effective module review process.

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

22 Generally the College manages its delegated responsibilities effectively. These responsibilities include admissions and induction, dealing with academic appeals and complaints, managing work placements or work-based learning, student retention and progression, and careers guidance. There is an expectation within the Memorandum of Cooperation that the College will ensure that due note is taken of the relevant sections of the *Code of practice*. The College operates an annual review quality cycle using the University's review and enhancement process. A recent college-wide review of the higher education programmes found that the quality of documentation, especially the annual review and enhancement process, was uneven. In addition, the University carries out an audit on these reports and some have been found to be incomplete. Scrutiny of documentation by the review team and a discussion with College staff confirmed that the quality of completion of documentation is variable. The College recognises the problem and has acted to improve both the design and the quality of completion of documentation. For example, good practice in completing annual review forms has been disseminated by means of curriculum area meetings and cross-college staff development days.

23 The College is fulfilling its obligations and providing high quality learning opportunities. External examiners' comments have been consistently complimentary about learning opportunities. Recent review and enhancement reports contain similar supportive comments from University link tutors. In addition, College tutors on the post-compulsory education programmes take part in review and cross-moderation meetings organised by the University. These involve University link tutors and staff from other consortium colleges. These meetings provide opportunities for quality assurance relating to learning opportunities and an effective environment for sharing good practice.

What account is taken of the Academic Infrastructure?

24 As noted in paragraph 13, College practices reflect the Academic Infrastructure. The franchise agreement and operational handbook requires the College to follow the

University quality procedures. The College takes due note of the *Code of practice, Section 5: Academic appeals and student complaints on academic matters, Section 6: Assessment of students* and *Section 9: Work-based and placement learning* in both validation and the annual review and enhancement processes. Its relations with, and responses to, external examiners' comments on learning opportunities also reflect the *Code of practice, Section 4: External examining*.

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

25 University approval is required before College staff can teach on higher education programmes. The approval depends on appropriate qualifications and experience. Further, the College is required to maintain detailed and up to date records of staff qualifications, for University scrutiny if required. The team was able to confirm that this process ensures that staff delivering higher education programmes are appropriately qualified.

26 The College has a well established and effective teaching observation system which includes higher education. The overall results from observations are considered in the College quality cycle. The individual grades are discussed with curriculum area managers. The results from the observations show that teaching and learning is of high quality overall.

27 As part of a learner involvement strategy, student views are gathered using a variety of means. These include completion of questionnaires, student representation at team meetings, programme review committees, and direct access to tutors and curriculum area managers. The feedback from students through these channels feeds into the College quality cycle and consistently shows a very positive view of the quality of teaching and learning. This was confirmed in the student written submission and at the meeting with current students at the preparatory meeting.

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

28 The College has in place effective policies and procedures for providing timely and appropriate support for students. Students appreciate the ready access to support both in the College and from the University and are positive about their experiences. Usage is monitored and managed by means of one-to-one tutorials, the student personal learning plans, and student perception surveys. Student feedback on the College's higher education induction programme, for example, was gathered by questionnaire and the programme improved as a result. Personal learning advisers and tutors have an open-door policy to facilitate student access. The College provided examples of additional resources being made available to support students. In the case of support for disabled students, the College's practice clearly reflects the *Code of practice, Section 3: Disabled students*.

29 The Developmental engagement commended the feedback provided to students on their work. The team was provided with examples of feedback on assessed student work and confirms that the high standard of feedback continues. The students are very positive about the feedback from their tutors. They confirm that there is 'ample feedback with constructive criticism which is very helpful for developmental processes'. This enables them to 'build on strengths and improve on areas for development'.

30 The Developmental engagement also identified good practice in the College tutorial provision. This was also identified as a strength in the College self-evaluation for this review. The College monitors retention and achievement and uses these data as an overview to evaluate the impact of student support. The team found that the excellent retention and achievement rates of the current programme support the College claim.

31 The tutorial system is supported and enhanced by the student forum on the College virtual learning environment which is used to provide informal feedback and encourages reflection on learning. There is ready access to tutors, including through the use of email. Students in their written statement and in discussions at the preparatory meeting confirmed that the tutorial support provided by the College is highly valued and is well matched to their individual needs. This is supported by further evidence, including access to the virtual learning environment. The team concludes that the flexible and responsive tutorial provision, along with the effective use of the virtual learning environment, supports feedback and the development of learning skills and assessment practice, in a manner which is well matched to the individual needs of students. This is good practice.

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

32 As stated in paragraphs 19 and 20, staff undertake appropriate and effective staff development. The Developmental engagement advised the College to introduce a mechanism to record, collate and hold centrally details of all higher education-related staff development, including those relating to assessment, to aid its management and help ensure that experiences are shared where appropriate. The team was presented with records of staff development showing that this mechanism has been put in place. Such activity is evaluated by analysis of participant feedback by the Staff Development Manager. Impact analysis is carried out by quality improvement practitioners who observe teaching and report to the curriculum area managers. Good practice is disseminated through curriculum team meetings and by staff participation in the mandatory cross-college staff development days. The team was able to confirm that staff have recently attended University events on moderation and revision of the Academic Infrastructure. One College tutor is studying for a higher degree.

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 self-evaluation states that the College provides good resources for teaching and learning. Learning resource requirements are identified and analysed as part of the course validation process. The resources are kept current by needs identified at course team level being passed to curriculum area managers who then bid for the required resources to senior management.

34 The Learning Resources Centre is well stocked with appropriate paper and electronic sources. Students, both in the written statement and in discussions at the preparatory meeting, expressed positive views on access to, and the quality of, learning resources available to them. In addition, external examiners have commended the College on the provision of higher education learning resources.

35 The team was presented with evidence of past good practice in work-related learning and linking with organisations and employers. This has been suspended pending the outcome of the review of higher education provision. The team encourages the College in its intention to carry this good practice forward, for example taking advantage of the experience, links and expertise currently used in the level 3 provision.

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 collaborative documents clearly identify the respective responsibilities for published information. The University is responsible for managing the marketing of awards and for providing general publicity. The College is responsible for providing information to students regarding the operation of the awards locally. The University provides student handbooks, programme specifications and module guides. The College has very limited input into the publication of material concerning its higher education. Curriculum area managers, supported by the College marketing team, are responsible within the College for the accuracy of programme information in course leaflets and the prospectus. The final sign-off, for material produced by the College, is by the Marketing Manager. The Deputy Principal is provided with an electronic alert for every use of the 'Redbridge College' name on the internet. This allows close monitoring of information and the swift correction of inaccuracies.

37 Information is provided in both paper-based and electronic forms. The College website has a higher education section that is clearly visible on the home page and readily accessible. The content of this section has recently been revised to reflect the current suspension of recruitment onto higher education programmes.

38 Students expressed very positive views in their written statement and in the student meeting about access to and the quality of information provided by the College. As with the website, the virtual learning environment content, which was commended in the Developmental engagement, has been revised and reduced to reflect the current provision. The College continues to monitor usage and the Curriculum Area Manager continues to audit the remaining content. There is a high level of usage by the remaining students and the content includes a discussion forum which enhances tutorial support. The students report that they find the College virtual learning environment very useful.

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 University is responsible for producing information for students on the franchised programmes, including that relating to assessment. Additional information on local resources, procedures and staffing is provided by the College. All information provided to students and prospective students is agreed with the University before issue. Assessment information is checked at the University to ensure that it reflects the validated programme documentation. Students have the opportunity to feedback on the quality of information at course committee meetings and they can use these occasions to influence the content and use of the virtual learning environment.

40 There is effective liaison between the College and University, including the respective marketing departments, to ensure that material is accurate and consistent between the different media. The content of the prospectus and course leaflets are

controlled by the College marketing department. There is an established protocol with the University for signing off publicity material as well as oversight by the curriculum area managers and higher education coordinators. The processes for ensuring the accuracy and completeness of information are effective.

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

41 The Developmental engagement in assessment took place in February 2011. The lines of enquiry were as follows.

Line of enquiry 1: How effectively does the College ensure clarity and accuracy of information relating to higher education assessment practices?

Line of enquiry 2: How effectively does the College ensure the quality and timeliness of formative and summative feedback?

Line of enquiry 3: How effectively does the College undertake its responsibilities for ensuring the accuracy and alignment of assessment to the Academic Infrastructure?

42 The Developmental engagement team identified several areas of good practice. Timely provision, through a range of media, of accurate programme and module information, along with opportunities for clarification, enable students from diverse backgrounds to prepare well for their studies and assessment. This is supported by flexible tutorial provision and learning skills and assessment practices which are well matched to students' individual needs. Students on the FdA Creative Industries are provided with opportunities, through the virtual learning environment, to present work for peer review, and are presented with work-related assessment that integrates various strands of the programme and encourages cooperation between students with different specialist knowledge and skills.

43 The team also made several recommendations. The College was advised to introduce a mechanism by which higher education-related staff development can be collated and held centrally. It was considered desirable that programme specifications be made more readily available to prospective students and that the higher education team meeting be integrated more formally within the College committee structure, with clear terms of reference.

D Foundation Degrees

44 Following the College's cessation of the relevant programmes it does not have any Foundation Degree provision.

E Conclusions and summary of judgements

45 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

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based upon discussion with staff and students, and scrutiny of evidence provided by the College and its awarding body, the University of East London.

46 In the course of the review, the team identified the following area of **good practice**:

- the flexible and responsive tutorial provision which, with the effective use of the virtual learning environment, supports feedback, development of learning skills and assessment practice, and is well matched to the individual needs of students (paragraphs 31 and 38).

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

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

- put in place procedures to ensure all quality assurance processes are carried out consistently and that related documentation is designed and completed to an appropriate standard (paragraphs 15 and 22).

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

- introduce mechanisms to ensure current and past good practice in the management and delivery of higher education is incorporated into future developments (paragraphs 12 and 35)
- ensure that a staff development strategy is included in the newly developing higher education strategy and that it includes the encouragement of appropriate scholarly activity (paragraph 20).

50 Based upon its analysis of the College's self-evaluation, other documentary evidence and from its discussions 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.

51 Based upon its analysis of the College's self-evaluation, other documentary evidence and from its discussions 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.

52 Based upon its analysis of the College's self-evaluation, other documentary evidence and from its discussions 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.

Redbridge College action plan relating to the Summative review: February 2012

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<p>In the course of the Summative review the team identified the following areas of good practice that are worthy of wider dissemination within the College:</p>						
<ul style="list-style-type: none"> the flexible and responsive tutorial provision which, with the effective use of the virtual learning environment, supports feedback, development of learning skills and assessment practice, and is well matched to the individual needs of students (paragraphs 31 and 38) 	<p>Include tutorial hours in costing of new higher education provision</p> <p>Include tutorial hours for academic and pastoral support in students' timetables</p> <p>Ensure staff are experienced Personal Learning Advisers or College to provide relevant training for staff</p> <p>Ensure higher education staff receive in-house training on the use of the College's virtual learning environment</p>	<p>February 2012</p> <p>September 2012</p> <p>June 2012</p> <p>October 2012</p>	<p>Senior Manager Quality Improvement</p> <p>Curriculum Area Manager</p> <p>Curriculum Area Manager</p> <p>E-Learning Manager</p>	<p>Cost effective, high quality provision</p> <p>More than 75% of students report good tutorial provision in Student Perception of College Surveys</p> <p>As above</p>	<p>Vice Principal Corporate Services</p> <p>Quality Improvement Data Manager</p> <p>Senior Manager Quality Improvement</p> <p>Senior Manager Quality Improvement</p>	<p>Effective delivery ensuring more than 30% contribute to centre</p> <p>Successful planning and timetabling of provision</p> <p>Students' responses indicate positive feedback on tutorial provision</p> <p>Students' responses indicate positive feedback on use of virtual learning environment</p>

	for the purpose of individual student feedback, development of learning skills and assessment			Improved use of virtual learning environment for peer and formative assessment		
	Check/sample virtual learning environment to ensure activity	December 2012 February 2013 May 2013	E-Learning Manager	Improved use of virtual learning environment	Senior Manager Quality Improvement	Evidence of effective activity on virtual learning environment
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is advisable for the College to:						
<ul style="list-style-type: none"> put in place procedures to ensure all quality assurance processes are carried out consistently and that related documentation is designed and completed to an appropriate standard (paragraphs 15 and 22). 	Create a curriculum area higher education leader role description to include management of quality of provision	April 2012	Senior Manager Quality Improvement	Higher education leader role and description approved	Deputy Principal	Good reports from students and high success rates
	Provide higher education leader training	May 2012	Senior Manager Quality Improvement	Good/outstanding standard of documentation and assessment practices	Deputy Principal	2/3 Good standard of documentation at quality improvement reviews
	Update College's quality improvement documentation to reflect higher education language	September 2012	Higher Education Leader	High standard and timely completion of documentation	Deputy Principal	

	Ensure College/awarding body requirements and documentation is fully met and documented	May 2012	Higher Education Leader	High standard and timely completion of external documentation	Senior Manager Quality Improvement	Good feedback from quality reviews by awarding body
	Ensure all quality improvement data is included and students at risk are identified	October 2012 February 2012 May 12	Higher Education Leader	Curriculum area manager to understand issues and successes in the provision	Senior Manager Quality Improvement	Higher education quality improvement reviews to include students at risk
	Discuss data, successes and concerns at Data Management Meetings	October 2012 February 2012 May 12	Higher Education Leader	Staff to achieve at least grade 2 in appraisal	Deputy Principal	Insightful analysis of data and good grasp of issues
	Grade higher education leader for standard of completion of documentation in personal appraisal	October 2012 February 2012 May 12	Senior Manager Quality Improvement Curriculum Area Manager			Evidence of good quality provision, teaching and learning and success rates evidenced in end of year data
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is desirable for the College to:						
<ul style="list-style-type: none"> introduce mechanisms to ensure current and past good 	Carry out a full review of curriculum areas to identify the ability of each curriculum area	January 2012	Senior Manager Quality Improvement	Higher education review to be discussed at higher education	Deputy Principal	Members of higher education advisory committee and learner

<p>practice in the management and delivery of higher education is incorporated into future developments (paragraphs 12 and 35)</p>	<p>to sustain the good practice identified</p> <p>E-learning to cascade good practice identified regarding the use of virtual learning environment forums</p>	<p>April 2012</p>	<p>Manager E-learning</p>	<p>advisory committee meeting</p> <p>Higher education leader and teaching staff to be trained in use of virtual learning environment forum</p>	<p>Senior Manager Quality Improvement</p>	<p>management committee to be aware of past good practice and the necessity to embed this into the new provision</p> <p>Good evidence of use of virtual learning environment</p>
<ul style="list-style-type: none"> ensure that a staff development strategy is included in the newly developing higher education strategy and that it includes the encouragement of appropriate scholarly activity (paragraph 20) 	<p>The higher education strategy to include remission for continual professional development (including consideration of scholarly activity)</p> <p>The College's new continual professional development plan to include higher education</p>	<p>May 2012</p> <p>June 2012</p>	<p>Higher Education Leader</p> <p>Continual Professional Development Coordinator</p>	<p>The College will start to consider (and define) higher education scholarly activity</p> <p>Higher education continual professional development will be planned and developed</p>	<p>Senior Manager Quality Improvement</p> <p>Senior Manager Quality Improvement</p>	<p>Work towards a definition of higher education scholarly activity will have started</p> <p>Opportunities to carry out scholarly activity will be identified and encouraged</p> <p>Clear evidence of higher education continual professional development will be easily identifiable in data</p>

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