



# **Integrated quality and enhancement review**

## **Summative review**

**The College of Haringey, Enfield and North East London**

**March 2012**

**SR 046/12**

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ISBN 978 1 849709 558 6

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Registered charity numbers 1062746 and SC037786

## **Preface**

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

## **Purpose of IQER**

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

## **The IQER process**

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

## **Developmental engagement**

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

The main elements of a Developmental engagement are:

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

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

## Summative review

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

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

## Evidence

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

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

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

- *The framework for higher education qualifications in England, Wales and Northern Ireland (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 The College of Haringey, Enfield and North East London carried out in March 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 effective interactive relationships the College has developed with its awarding bodies, including the well embedded roles of the link tutors, which support the maintenance of academic standards and enhance the quality of learning opportunities
- the highly accessible teaching staff, and the comprehensive support and guidance the College provides, which enhance the learning experience.

#### 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:

- further strengthen the role of the Higher Education Managers Group, and ensure that it identifies clear objectives for quality enhancement
- develop the role of the annual Higher Education Self-Assessment Report to ensure that it focuses more explicitly on matters relevant to higher education, and that it contains an action plan which is regularly reviewed.

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

- enhance the role of the External Examiners' Report Summary to ensure that it evaluates cross-college issues, identifies good practice, and has clear targeted actions.

## 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 The College of Haringey, Enfield and North East London (the College). The purpose of the review is to provide public information about how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes which the College delivers on behalf of Canterbury Christ Church University and Middlesex University. The review was carried out by Mr David Knowles, Ms Sally Powell, Dr Hayley Randle (reviewers) and Mr Simon Ives (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 body, meetings with staff, students, and partner institutions, discussions with employers, and reports of reviews by QAA and inspections by Ofsted. In particular, the team drew on the findings and recommendations of the Developmental engagement in assessment. A summary of findings from this Developmental engagement is provided in Section C of this report. The review also considered the College's use of the Academic Infrastructure, developed by QAA on behalf of higher education providers, with reference to the *Code of practice*, subject and award benchmark statements, the FHEQ, and programme specifications.

3 In order to help 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 was formed in August 2009 through the merger of the College of North East London and Enfield College. There are over 17,000 learners enrolled on a wide range of programmes, of whom 14,000 are adult learners. The College delivers higher education across the two main sites in Tottenham and Enfield. The higher education provision is an established part of the curriculum at the College, and the majority of programmes are delivered in partnership with Middlesex University. Higher education provision consists of three Foundation Degrees, three honours degrees, and one Certificate in Higher Education. One programme, the Diploma in Teaching in the Lifelong Learning Sector (DTLLS), is delivered in partnership with Canterbury Christ Church University.

5 Over the past three years the size of the higher education student body has stabilised at around 220 full-time equivalent students. In 2009-10 the College recruited 317 students. In 2010-11 the higher education curriculum consisted of eight distinct programmes with 248 enrolments (219 full-time equivalent students).

6 The higher education awards at the College funded by HEFCE are listed below under the awarding body followed by the number of full-time equivalent students.

### **Middlesex University**

- BSc (Hons) Housing Studies (24)
- Foundation Degree Housing Studies (15)
- Certificate in Higher Education Housing Studies (1)
- BA (Hons) Counselling (12)
- Foundation Degree Counselling (31)

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- Foundation Degree Early Childhood Studies (42)
- BA (Hons) Youth Work (27)

### **Canterbury Christ Church University**

- Diploma in Teaching in the Lifelong Learning Sector (67)

### **Partnership agreements with the awarding bodies**

7 The higher education provision is an established part of the curriculum offer at the College. The majority of higher education programmes are delivered through a long-standing partnership with Middlesex University.

### **Recent developments in higher education at the College**

8 The College is currently revising its Higher Education Strategy. This focuses on the desire to support the economy of the London Borough of Enfield and Haringey, and the needs of employers to obtain a supply of well qualified and highly skilled professionals. The College's strategic aim is to meet the needs of four key target groups: young people leaving further education; those on advanced level apprenticeships; adult returners; and employees and employers. The College has focused its recent higher education development around Foundation Degrees. However, following a recent successful bid for additional student numbers, the College will be offering new HNC/D programmes accredited by Edexcel in engineering, computing and systems development, and creative media production. Since the Developmental engagement the College has appointed a new Director of Science, Creative Studies and Supported Learning, who has oversight of all the higher education provision.

### **Students' contribution to the review, including the written submission**

9 A written submission was presented by students studying on higher education programmes at the College. Twelve students from a range of programmes contributed to a focus group of student representatives held in November 2011, which informed the writing of the written submission. The focus group covered a number of areas impacting on the student experience. These included advice and guidance, induction, published information, teaching quality, and assessment feedback. The team found the student submission helpful in enabling further discussion in meetings with students and staff.

## **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 College arrangements for managing higher education standards are in alignment with the requirements of the regulatory frameworks of the awarding bodies, and the responsibilities set out in associated partnership agreements. These clearly articulate both the institution-level and programme-level responsibilities for the College. Effective



relationships between the College and its university partners ensure that academic standards are maintained. College managers and teaching staff have a clear understanding of the requirements of the partnership agreements and their responsibilities. These are formally monitored through the regular Partnership Review meetings. Arrangements for managing higher education are effective in enabling the College to discharge its responsibilities as set out in partnership agreements. Senior management responsibility for higher education rests with the Vice Principal, Curriculum and Learner Experience, supported by the directors of curriculum and heads of school. The Director for Science, Creative Studies and Supported Learning is the lead manager for higher education and is a member of the Senior Management Group.

11 Quality assurance processes and policies are embedded within a college-wide model articulated in the Quality Manual for Assuring the Quality of Teaching. Higher education programmes are managed within their respective schools, each having a Curriculum Manager who reports to the Head of School and relevant Director of Curriculum. Higher education quality assurance is conducted through a series of academic groups and committees which are intended to provide cross-college oversight of provision. Responsibility for the standards and quality of higher education lies with the Senior Management Group, which has a standing agenda item on higher education. However, minutes of the Senior Management Group meetings show that discussions focus around policy developments and strategic matters, and do not explicitly review academic standards.

12 The Senior Management Group receives updates from the Higher Education Managers Group which is chaired by the Director for Science, Creative Studies and Supported Learning. The Higher Education Managers Group is the only committee that deals solely with higher education matters, and members include Heads of School and Curriculum Managers. The Higher Education Managers Group meets monthly to oversee the implementation of the College's higher education strategy, to support the quality assurance process, and to act as a forum for the exchange of good practice. Following the Developmental engagement the College formalised the role of the group and established its terms of reference. However, the team consider that these need to be further enhanced to ensure that the committee has a clear focus in maintaining standards and providing robust oversight of higher education. The team's scrutiny of the minutes of the Higher Education Managers Group indicate that although some important issues are being identified, there is little evidence of objectives being set and progress being monitored against actions. The team considers that it would be advisable for the College to further strengthen the role of the Higher Education Managers Group, and ensure that it identifies clear objectives for quality enhancement.

13 The Developmental engagement recommended the strengthening of the review processes through the introduction of an annual cross-college higher education self-assessment, and the development of a summary of external examiner reports. These reports were intended to draw together themes emerging across the provision, provide an action plan for enhancement, and identify good practice. In 2010-11 a dedicated Higher Education Self-Assessment Report was developed by the Higher Education Managers Group. The report draws together some elements from programme-level reviews, the School Self-Assessment Reviews and outcomes of partnership review meetings. Staff consider that the introduction of the self-assessment has helped to centralise review activity, and will enable the identification of common cross-college issues. The team's scrutiny of the report, however, reveals that it mainly includes actions identified at the Developmental engagement, does not contain a detailed action plan, and that several sections address areas that are not relevant to higher education. The team considers that it would be advisable for the College to develop the role of the annual Higher Education Self-Assessment Report to ensure that it focuses more explicitly on matters relevant to higher education, and that it contains an action plan which is regularly reviewed.

## **What account is taken of the Academic Infrastructure?**

14 Academic standards are set and maintained through engagement with all aspects of the Academic Infrastructure. The College and its university partners implement rigorous validation processes to ensure that programmes meet the expectations of the FHEQ, the precepts of the *Code of practice*, subject benchmark statements, and the *Foundation Degree qualification benchmark*.

15 The well developed operational relationship between the College and its awarding bodies ensures that the Academic Infrastructure and its components are understood and utilised appropriately. Clear lines of communication between the College and the awarding bodies enable timely and effective relay of information regarding any updates to the Academic Infrastructure. Engagement with the Academic Infrastructure is also a focus of the Higher Education Managers Group, who have included discussions about the precepts of the *Code of practice*, *Section 4: External examining* and *Section 6: Assessment of students*.

16 Staff understand and effectively apply key elements of the Academic Infrastructure, including the subject benchmark statements and the FHEQ. Assignment activities are clearly linked to the learning outcomes identified in the programme specifications, and internal moderation and verification processes are well developed and meet the expectations of the *Code of practice*, *Section 6: Assessment of students*.

## **How does the College assure itself that it is fulfilling its obligations to ensure that the standards of higher education provision meet the requirements of validating partners and awarding bodies?**

17 The partnership agreements between the College and its awarding bodies set out mutual responsibilities for the management of academic standards and these are well understood by College staff. All programmes are subject to rigorous approval, validation and revalidation processes managed by the awarding bodies. Consistent use is made of the awarding bodies' quality assurance procedures and academic regulations.

18 There are strong and effective relationships with the awarding bodies and a comprehensive and successful system of link tutors, appointed from within the awarding bodies, is in place. Link tutors are academic experts within cognate faculties at the partner university. The active role of the link tutors provides an external academic perspective, assists in the maintenance of the standards, and enhances quality. Link tutors ensure that programmes are delivered in accordance with the arrangements at validation and that effective communication exists between the course teams, the awarding body and external examiners. The team consider as good practice the effective interactive relationships the College has developed with its awarding bodies, including the well embedded roles of the link tutors, which support the maintenance of academic standards and enhance the quality of learning opportunities.

19 At programme level, provision is subject to a college-wide annual course quality review process undertaken by curriculum teams. The reports produced as a result of the review process are effective for planning, curriculum development, and quality enhancement. Outcomes of programme-level quality review are dealt with at school level and contribute to an overall School Self-Assessment Review Report, which encompasses a range of further and higher education provision. Regular partnership review meetings and dialogue with link tutors also contribute to the review process. The content of external examiners' reports is used to inform annual course monitoring. Formal responses to external examiner reports are made by programme managers who identify clear actions

to address examiner comments. External examiners confirm that the standards and quality of the provision are sound and that students are achieving the intended learning outcomes.

20 Following the Developmental engagement, the College introduced a Summary of External Examiners' Reports. This draws together good practice, issues raised, recommendations, and areas for further development. Although at an early stage of development, this report has allowed some identification and sharing of good practice across the provision. The report feeds into the Higher Education Self-Assessment Report and is discussed at the Higher Education Managers Group. At present the report is primarily a collation of examiners' comments, and the College is currently working to ensure this becomes more evaluative and analytical. The team considers that it would be desirable for the College to enhance the role of the External Examiners' Report Summary to ensure that it evaluates cross-college issues, identifies good practice, and has clear targeted actions.

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

21 A college-wide Staff Learning and Development Policy provides full guidance on continuing professional development for academic and non-academic staff. Staff development needs are addressed through the staff performance management process, and through teaching observations. Staff development activities are appropriately funded and enable staff to undertake academic and other scholarly activity. The Staff Learning and Development Plan is informed by the learning and development needs identified by each of the College's curriculum and support areas. College priorities are considered alongside national and local agendas and the outcomes of the College's self-assessment process. The plan emphasises the requirement for staff to meet the levels required for higher education delivery and the need to allocate time for scholarly activity. All staff are expected to have a teaching qualification, and College staff have been supported to undertake the Diploma in Teaching in the Lifelong Learning Sector (DTLLS).

**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, and the associated quality assurance and enhancement processes, reflect those for managing academic standards. These are described in paragraphs 10 to 13. The partnership agreements with Middlesex University and Canterbury Christ Church University clearly identify the College's responsibilities at institutional and at programme delivery level. These are regularly monitored through partnership review meetings. There are proactive and close ongoing links between the College and its partners, and the role of the link tutors is highly effective.

### **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 The processes by which the College assures itself that it is fulfilling its obligations to its awarding body are described in paragraphs 17 to 20. The College's responsibilities for learning opportunities are clearly stated in the partnership agreements. Information about learning opportunities, including library services, access to the virtual learning environment and progression opportunities, are effectively communicated to students in handbooks and during tutorials. Staff are positively engaged with the Middlesex University Further and Higher Education Consortium.

24 Work-based learning features in all of the programmes under review, and reflects the expectations of the *Code of practice, Section 9: Work-based and placement learning*. The College engages well with employers to enhance students' learning and to provide opportunities for applied learning in the workplace. A range of work-related learning opportunities are provided through, for example, work placement, live projects and work-based assessments. Some staff combine teaching with ongoing external work commitments.

25 Each programme has an Employability Statement that identifies the requirements for entry on to the course and explains how the work experience or placement will integrate with the taught and assessed components of the course. Many students, for example those studying on the Foundation Degree Early Childhood Studies and on the Foundation Degree Housing Studies, are already employed when applying to the course. Students on BA (Hons) Youth Work and Foundation Degree Counselling are given written information and practical support to find a suitable placement. Students confirmed that they received sufficient help from the College to obtain suitable placements.

26 Each curriculum area has an Employer Forum which engages employers with the College's provision, and contributes to the currency of programmes offered. For example, the Employer Forum for Construction informed members of the local Apprenticeships First forum of the higher education opportunities that could be made available to advanced apprentices.

### **What account is taken of the Academic Infrastructure?**

27 Engagement with the Academic Infrastructure is outlined in paragraphs 14 to 16. The close working relationships between the partner awarding bodies and the College ensure that the Academic Infrastructure is addressed as part of programme approval, validation and delivery. Learning outcomes are appropriately constructed and assessed in accordance with the FHEQ and the *Code of practice*. Awarding bodies are responsible for monitoring the quality of provision in accordance with the expectations of the *Code of practice*, and appoint external examiners to oversee this process.

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

28 The College's arrangements for staff development are outlined in paragraph 25. Teaching and learning strategies provide an appropriate blend of academic and work-related elements, and are designed to develop students' employability skills. Evidence from external examiners and the monitoring and review processes confirm there is an appropriate mix of vocational and academic study. Students spoke positively about the quality of teaching they

receive, the effectiveness of small class sizes, and the accessibility and helpfulness of teaching and support staff.

29 The college-wide Teaching and Learning Strategy includes the expectation that students will be able to have constant access to their progress through Individual Learning Profiles electronically maintained on the College's virtual learning environment. The Individual Learning Profiles record details of assessment results, personal development goals and reflect tutorial discussions. The use of the electronic learner profiles is being rolled out through the different curriculum areas, with use in the Foundation Degree Early Childhood Studies being well established. The DTLLS programme also makes effective use of learner profiles and personal development planning.

30 There is an established teaching observation scheme, clearly described in a college-wide policy document. There is consistent use of a comprehensive proforma for recording and feeding back outcomes of observations, including improvement targets. The scheme uses Ofsted criteria to grade teacher performance, supplemented with detailed feedback addressing the requirements and expectations of higher education teaching and learning. Feedback to staff uses intended learning outcomes and level descriptors as reference points. The outcomes of teaching observations provide key evidence of the quality of teaching. Observation records feed into staff Annual Performance Monitoring Reviews. The team found that teaching observation was an accepted part of the culture of quality enhancement in the College and was recognised as a tool for addressing specific concerns regarding the quality of teaching.

31 Student views on learning and teaching are captured through module and programme questionnaires, surveys issued by the awarding bodies, and the National Student Survey. Direct feedback is also obtained from student representatives at regular programme Boards of Studies. Results of student surveys are considered at programme area and school level, and are fed through to the Higher Education Managers Group. There are consistently favourable reports of the quality of teaching, and these views were endorsed by students in the student written submission and during a productive meeting with the team.

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

32 The College operates a college-wide Learner Involvement Strategy which sets out expectations for class representatives, student focus groups and feedback surveys. Students reported that they know and understand the representation process. Student representatives attend termly Boards of Study meetings, and students confirmed that these provide an effective forum for raising and resolving issues. The team was able to track the progress of issues such as difficulties with student registration for the Foundation Degree in Early Childhood Studies, which had continued to be problematic. The team found that the College had taken positive steps to address this problem with its partner university.

33 Students informed the team that most of the induction to their programme was undertaken by their programme tutor. They found this personal approach helpful, and that it fitted in well with their weekly schedules of study and work placement. The College Higher Education Induction Survey in 2012 reported a high level of satisfaction with 97 per cent of students stating that they knew who to ask for help with any problems.

34 There is a full range of cross-college student support services. These include welfare and counselling, as well as study skills support and a Learner Mentor Centre. The College uses its retention data to identify student support needs, such as the provision of additional study skills. At their meeting with the team, students reported that course tutors

are highly accessible, in person and by email, and are often able to respond immediately to their needs. Rapid and effective referrals, for example for study skills support, are available.

35 There are clear opportunities for students to feed back to the College and draw attention to matters of concern. The team found that the College is responsive to matters raised, and that where possible appropriate and timely actions are taken. Many student issues are reported directly to teaching staff, who are considered to be very accessible, approachable, and keen to resolve problems identified.

36 All students spoke positively about the support and guidance they received. Part-time students reported that tutors were usually able to meet all their needs for a wide range of support issues during their days at the College. The team has identified as good practice the highly accessible teaching staff, and the comprehensive support and guidance the College provides, which enhance the learning experience and are highly valued by students.

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

37 The College's arrangements for staff development are outlined in paragraph 21. The Staff Learning and Development Policy aims to ensure that all staff have the knowledge and skills to perform their job roles effectively, and a significant investment has been made to support this. The College holds Investors in People status and allocates a discrete higher education budget within the schools to fund a variety of resources for staff as well as specific staff development. Additionally a wide range of management and pedagogical staff development activities are undertaken college-wide. Requests are prioritised according to their relevance to the College's strategic objectives and to the anticipated impact on the student experience.

38 Staff development currently includes professional and subject updating through long and short external courses and conferences, initial teacher training, leadership and management training, and other developmental activities. Where appropriate, staff are also encouraged to apply for financial support for master's level qualifications. A clear procedure is in place to allow staff to apply for learning and development funds with the support of their curriculum director. Teaching staff spoke positively about the support provided by the College for staff development. Partner awarding bodies also offer staff development relating to their provision, which is valued by College staff. This has included Canterbury Christ Church University sessions relating to the Academic Infrastructure. The Middlesex University Further and Higher Education Consortium provides an additional forum for staff updating and interaction.

39 Each curriculum area is encouraged to identify how staff development activities have impacted on professional practice. In teacher education this is summarised in a table that shows examples including how new course materials and teaching strategies have been shared with the team. Staff at all levels are encouraged to share good practice through presentations at team meetings.

### **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?**

40 The College's annual business planning process identifies and allocates resources by school and curriculum area. In the student written submission and in meetings with the team, students expressed satisfaction with the learning resources available for their studies.

Students on programmes with access to partner awarding body facilities were complimentary about the university facilities available to them. Students on counselling programmes, who do not have access to the partner university's learning resources, expressed satisfaction that they had recently been provided with additional e-books in the College library. The College library keeps opening hours under review in response to student demand.

41 All students have access to the College's virtual learning environment which provides a repository for teaching and learning materials and tutorial records. The College is taking steps to increase the use of e-learning and to set minimum expectations. Detailed information on support for internal and external access to the virtual learning environment is contained in all student handbooks. There is a recently developed E-learning Strategy which has an ambitious mission to 'provide a modern learning environment for everybody to network and learn, excel their full potential and deliver the best achievement, by providing learner-centred high quality education, training and integrated electronic services, in a professional and effective manner'.

42 Some students felt that the availability of computers within the College did not fully meet their needs. Requests for the installation of a wireless network to allow wider use of personal laptops has not been granted by the College because of safeguarding concerns. Additional College laptops have recently been secured for the use of housing students to provide them with greater access to on-site computers.

**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?**

43 The College produces a range of relevant information on its higher education provision, including course guides for adults and young people, printer-friendly factsheets on the College website, and programme and module handbooks for each of their higher education programmes. The course guides include a short higher education-specific section which includes some general information about higher education at the College, a list of the various programmes and references to the relevant link university, modes of attendance, fees, and start dates. More detail on each programme can be found on the College's website, which includes separate pages for each programme. These can be printed off as programme factsheets, and advise students of the entry qualifications, learning outcomes, assessment practice, and teaching styles. Useful information on fees, programme duration, and the benefits that will accrue to an employer as a result of their employees completing the programme is also provided. The website provides a straightforward link to further information on fees and an application form. Students find the information in the course guides and on the College website clear and sufficiently informative.

44 All higher education students receive comprehensive and informative programme handbooks. These are clearly written and provide detailed information regarding programme structure, assessment and relevant policies including extenuating circumstances, academic misconduct, plagiarism, and late submission of work. The module handbooks include full details of summative assessments referenced against the relevant module aims, learning

outcomes and assessment criteria. Information on assessment is clear and understood by the students. Students found both the programme and module handbooks to be useful, and valued the detailed assessment guidance provided.

45 The College's virtual learning environment contains copies of relevant programme learning materials, handouts and PowerPoint presentations, as well as guidance on academic matters such as referencing and bibliographies, essay and report writing, and the tutorial process. There is also access to a plagiarism tool, Middlesex University academic guidance, and minutes of the Boards of Study meetings. The DTLLS students and staff have access to the Canterbury Christ Church University virtual learning environment which they find an invaluable resource to support learning and teaching.

46 The College is currently revising its Higher Education Strategy in line with HEFCE's priorities and guidance. It sets out the current position of higher education within the College, the management of academic standards and quality assurance, curriculum developments, and the future aims and objectives for higher education within the College.

**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?**

47 There is a comprehensive process for updating and checking the accuracy and currency of the College's Adult and Young People's Course Guides and information on the College website. Information on the higher education programmes is contained in the College's course guides. These are updated on three occasions throughout the year. The Marketing Department submits copies of the original text in the guides to the relevant Heads of Department who provide feedback and any changes or updates to the information. The Head of Marketing and Communications then meets with the Heads of Department in order for them to explain the amendments that are required. The amended copies are then circulated to the Heads of School for a final check, and are confirmed by the Director for Science, Creative Studies and Supported Learning. The final sign-off is carried out by the Vice-Principal (Curriculum and Learner Experience) who can still request amendments at this stage. The College website is reviewed and updated on an ongoing basis by the marketing team in conjunction with the relevant Heads of Department.

48 There are effective processes in place to ensure the accuracy and consistency of programme and module handbooks. The programme handbooks for counselling, youth work and housing are based on a Middlesex University template and were originally approved at the validation stage. Subsequent updates and amendments are agreed between the higher education programme leader and the relevant university link tutor. The same process applies to the DTLLS and Foundation Degree Early Childhood Studies handbooks which were originally produced by Canterbury Christ Church and Middlesex Universities respectively. Currently little specific College information is included in these handbooks. However, as electronic versions become available there may be opportunities to include specific College information. Module handbooks are updated by programme teams at the College, and link tutors moderate these to ensure that they are presented consistently and to a common standard.

49 The College's virtual learning environment is kept up to date by the relevant programme teams. The learning materials and handouts are uploaded on a weekly basis by programme teams, and can be accessed by students who might not have been able to attend a specific session. Students spoke positively about the value of the information available on the virtual learning environment.



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

50 The Developmental engagement in assessment took place in November 2010. There were three lines of enquiry.

**Line of enquiry 1:** How does the College know that the assessment feedback supports students to achieve their intended learning outcomes on their course?

**Line of enquiry 2:** To what extent do the moderation processes ensure coursework is assessed fairly and to what extent is this confirmed by external moderation?

**Line of enquiry 3:** To what extent is the College's published information on assessment accurate and current, and to what degree do learners understand how they will be assessed?

51 The Developmental engagement team identified a number of areas of good practice. These included the use of personal development planning on the DTLLS programme, the proactive and effective relationships developed with the College's validating partners, and the clear and effective assessment guidance given to students.

52 The team also made a number of recommendations. It considered that it would be advisable for the College to develop an annual Higher Education Self-Assessment and produce an annual summary of external examiners' reports. The team also considered it desirable for the College to develop further the role of the Higher Education Managers Group, and to enhance the College Tutorial Policy to reflect the needs of higher education students.

## D Foundation Degrees

53 The College offers three Foundation Degrees to 80 students in Housing, Counselling, and Early Childhood Studies, which are validated by Middlesex University. It strongly believes that Foundation Degrees respond to the needs of local employers and form a valuable progression route for students wishing to move from further to higher education study in vocational areas within the College.

54 Foundation Degree provision falls within the overarching quality assurance and enhancement framework the College has in place for all its higher education programmes. The team confirmed that the College has well established links with employers who inform curriculum developments and are part of the validation process, which ensures that programmes are aligned with the expectations of the *Foundation Degree qualification benchmark*. All areas of good practice and recommendations apply equally to the Foundation Degree provision.

## E Conclusions and summary of judgements

55 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 bodies. This was based upon discussion with staff and students and scrutiny of evidence provided by the College and its awarding bodies, Middlesex University and Canterbury Christ Church University.

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

- the effective interactive relationships the College has developed with its awarding bodies, including the well embedded roles of the link tutors, which support the maintenance of academic standards and enhance the quality of learning opportunities (paragraph 18 and 23)
- the highly accessible teaching staff, and the comprehensive support and guidance the College provides, which enhance the learning experience (paragraph 36).

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

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

- further strengthen the role of the Higher Education Managers Group, and ensure that it identifies clear objectives for quality enhancement (paragraph 12)
- develop the role of the annual Higher Education Self-Assessment Report to ensure that it focuses more explicitly on matters relevant to higher education, and that it contains an action plan which is regularly reviewed (paragraph 13).

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

- enhance the role of the External Examiners' Report Summary to ensure that it evaluates cross-college issues, identifies good practice, and has clear targeted actions (paragraph 20).

60 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.

61 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.

62 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.

<b>The College of Haringey, Enfield and North East London action plan relating to the Summative review: March 2012</b>						
<b>Good practice</b>	<b>Action to be taken</b>	<b>Target date</b>	<b>Action by</b>	<b>Success indicators</b>	<b>Reported to</b>	<b>Evaluation</b>
In the course of the Summative review the team identified the following areas of <b>good practice</b> that are worthy of wider dissemination within the College:						
<ul style="list-style-type: none"> <li>the effective interactive relationships the College has developed with its awarding bodies, including the well embedded roles of the link tutors, which support the maintenance of academic standards and enhance the quality of learning opportunities (paragraphs 18 and 23)</li> </ul>	<p>Continue to maintain and strengthen the relationship with awarding bodies</p> <p>Invite validating partners to Higher Education Managers Group meetings to share good practice with a focus on academic standards and learning opportunities</p> <p>Training for new members of College staff on partnerships, roles and practices</p>	<p>October 2012 (Termly)</p> <p>October 2012 (Termly)</p> <p>November 2012 (Annually)</p>	<p>Director of Science, Creative Studies and Supported Learning</p> <p>Director of Science, Creative Studies and Supported Learning</p> <p>Key Higher Education Managers</p>	<p>Maintained and improved regular communication with link tutors</p> <p>Positive feedback from link tutors and from external examiners</p> <p>Improved staff expertise in higher education practices</p>	Higher Education Managers Group	<p>External examiner reports monitored more effectively leading to improved reports</p> <p>Annual/Quality Monitoring reports</p> <p>Board of Studies Self-Assessment Report to have greater focus on academic standards</p>
<ul style="list-style-type: none"> <li>the highly accessible teaching staff, and the comprehensive</li> </ul>	Higher Education Managers Group to continuously review support and guidance provided to students	October 2012 (Termly)	Higher Education Managers	Positive evaluations from students	Higher Education Managers Group	Higher Education Managers Group team meeting minutes

support and guidance the College provides, which enhance the learning experience (paragraph 36)						Student surveys External examiner reports Annual/Quality Monitoring reports Board of Studies
<b>Advisable</b>	<b>Action to be taken</b>	<b>Target date</b>	<b>Action by</b>	<b>Success indicators</b>	<b>Reported to</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>further strengthen the role of the Higher Education Managers Group, and ensure that it identifies clear objectives for quality enhancement (paragraph 12)</li> </ul>	<p>Update Higher Education Managers Group terms of reference</p> <p>Higher Education Managers Group to review Annual/Quality Monitoring reports and Higher Education Self-Assessment Report and Quality Improvement Plan</p>	<p>June 2012 (Annually)</p> <p>July 2012 (Annually)</p>	Director of Science, Creative Studies and Supported Learning	<p>Positive feedback from external examiners and link tutors</p> <p>Positive feedback from external examiners, link tutors and awarding bodies</p>	<p>Higher Education Managers Group</p> <p>Senior Management Group</p>	<p>Higher Education Managers Group team meeting minutes</p> <p>External examiner reports</p> <p>Annual/Quality Monitoring reports</p> <p>Board of Studies</p> <p>Senior Management Group meeting minutes</p>
<ul style="list-style-type: none"> <li>develop the role of the annual Higher Education Self-Assessment Report to ensure that it focuses more explicitly on matters relevant</li> </ul>	<p>Produce an annual Quality Improvement Plan with greater emphasis on higher education-specific matters</p> <p>Briefings on producing</p>	<p>First draft by end of August 2012</p> <p>July 2012</p> <p>December</p>	Director of Science, Creative Studies and Supported Learning with Heads of School	Effective implementation of annual monitoring of higher education-specific matters	<p>Vice-Principal (Curriculum and Learner Experience)</p> <p>Higher Education Managers Group/Corporation</p>	<p>Completed Quality Improvement Plan</p> <p>Validation of Self-Assessment Report and Quality Improvement Plan</p>

<p>to higher education, and that it contains an action plan which is regularly reviewed (paragraph 13)</p>	<p>self-assessment report including key higher education themes</p> <p>Higher Education Managers Group to review progress with Quality Improvement Plan</p> <p>Report progress against Quality Improvement Plan to Senior Management Group</p>	<p>2012 (Termly)</p>	<p>Staff learning and development team</p> <p>Director of Science, Creative Studies and Supported Learning</p>		<p>meetings</p> <p>Senior Management Group</p>	<p>Senior Management Group meeting minutes</p>
<p><b>Desirable</b></p>	<p><b>Action to be taken</b></p>	<p><b>Target date</b></p>	<p><b>Action by</b></p>	<p><b>Success indicators</b></p>	<p><b>Reported to</b></p>	<p><b>Evaluation</b></p>
<p>The team considers that it is <b>desirable</b> for the College to:</p>						
<ul style="list-style-type: none"> <li>enhance the role of the External Examiners' Report Summary to ensure that it evaluates cross-college issues, identifies good practice, and has clear targeted actions (paragraph 20)</li> </ul>	<p>Annual External Examiners' Report to include cross-college good practice and targets for any actions identified</p>	<p>September 2012 (Annually)</p>	<p>Head of Quality Assurance and Improvement</p>	<p>Annual cycle implemented</p> <p>Sharing of best practice, any actions closed off</p>	<p>Higher Education Managers Group</p>	<p>Higher Education Managers Group meeting minutes</p> <p>Self-Assessment Report</p>

**RG 911 06/12**

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