Integrated quality and enhancement review

Summative review

University Centre Peterborough

February 2012

SR 041/12

Preface

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

Purpose of IQER

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

The IQER process

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

Developmental engagement

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

The main elements of a Developmental engagement are:

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

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

Summative review

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

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

Evidence

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

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

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

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

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

Outcomes of IQER

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

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

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

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

Executive summary

The Summative review of University Centre Peterborough 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.

Recommendations

The team has identified two recommendations for the enhancement of the higher education provision.

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

- rebalance the focus of staff development to take more account of subject knowledge updating
- consider how to embed the student council committee within the College's structures to enhance its value as a communication source.

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 University Centre Peterborough (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 Anglia Ruskin University (the University). The review was carried out by Mr Jonathan Baker, Professor Keith Johnson, Ms Angela Maguire (reviewers), and Mr Ian Fleming (coordinator).

2   The Summative review team (the team) conducted the review in agreement with the College and in accordance with *The handbook for Integrated Quality and Enhancement Review* (the handbook), published by QAA. Evidence in support of the Summative review included documentation supplied by the College and awarding body, meetings with staff, students and employers, and reports of reviews by QAA. 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   Peterborough Regional College has delivered higher education under its own HEFCE contract since 1999. In 2007, following meetings with HEFCE, a joint venture was formed between Anglia Ruskin University and Peterborough Regional College, creating University Centre Peterborough, with the transfer of 317 full-time equivalent students to the University. The joint venture is overseen by a board of directors, comprising three members of the University and College Executive Group, one local Councillor, the Chief Executive of Peterborough City Council, and the director of the Local Enterprise Partnership.

5   Over the past 20 years the city of Peterborough has seen its population rise by 25 per cent compared with a national figure of 14 per cent, a trend that is predicted to increase still further. Peterborough is a designated growth area with government targets of 100,000 new homes and over 50,000 new jobs. This is reinforced by the HEFCE Common Evidence Base which clearly denotes Peterborough sub-region as an area which the University Challenge process has identified not just as a 'cold spot' but as a 'huge cold zone' for higher education.

6   The College opened its purpose-built £9 million facility in November 2009 and now has 529 full-time equivalent funded places, having successfully secured additional student numbers in 2010-11 and 2011-12.

Partnership agreements with the awarding body

7   The HEFCE-funded higher education provision currently delivered by the College comprises the following programmes, validated by Anglia Ruskin University, with the number of full-time equivalent students in brackets.

- FD Early Years Childcare and Education (4.5)
- FD Learning Support - Primary (5)
- FD Civil Engineering (6)
- FD Construction (12)
- FD Computer Science (4)
- FD Crime and Investigation Studies (16)
- FD Engineering (7.5)
- FD Public Services (9)
- FD Management and Leadership (4.5)
- BA (Hons) Education (1)
- BA (Hons) Education Post-Compulsory Education and Training (2)
- BA (Hons) Archaeology and Landscape History (22.5)
- BA (Hons) Community and Theatre Practice (9)
- BA (Hons) Criminology (20.5)
- BA (Hons) English (23.5)
- BA (Hons) English and Sociology (5.5)
- BA (Hons) History and English (15.5)
- BA (Hons) History and Sociology (5)
- BA (Hons) Journalism (33)
- BA (Hons) Media Studies (18)
- BA (Hons) Psychosocial Studies (31.5)
- BA (Hons) Sociology (13)
- BA (Hons) Marketing (10)
- BA (Hons) Business (2)
- BA (Hons) Business Management (55)
- BEng (Hons) Integrated Engineering (8.5)
- BSc (Hons) Accounting and Finance (19)
- BSc (Hons) Computing and Information Systems (62)
- BSc (Hons) Sports Coaching and Physical Education (33)
- Postgraduate Certificate in Education (PGCE) - Primary Education (35)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS) (27)

Recent developments in higher education at the College

8   The College is proposing to introduce new master's programmes in Cultural Heritage, Media and Journalism and will become involved in higher apprenticeships and in initiatives stemming from the City of Peterborough's proposal to develop as a leading focus for environmental engineering and education.

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 and this provided some useful evidence. The team met one group of students during the review visit.

B Evaluation of the management of HEFCE-funded higher education

Core theme 1: Academic standards

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

10   The College is a joint venture between Peterborough Regional College and Anglia Ruskin University for the delivery of higher education within purpose-built facilities located on the Regional College campus. The joint venture agreement outlines the responsibilities of both parties for managing academic standards. The Regional College has responsibility for the provision of teaching facilities and the human resource management of academic and support staff, and the University for quality assurance and financial management. All programmes, with the exception of PGCE Primary Education, are delivered by franchise from the University. While the University senate has the ultimate responsibility for standards though its Academic Quality and Standards Committee, the College is responsible for managing the quality and delivery of teaching, learning and assessment in line with academic regulations and procedures. The joint venture is overseen at a strategic level by a Board of Directors which meets three times a year. Operational and delivery issues are managed by the Executive Director and a leadership team of six full-time equivalent staff. The Executive Director is a member of all relevant University committees, including the Academic Quality and Standards Committee and faculty boards. The higher education pathway leaders attend the appropriate University faculty board, discipline network group and programme advisory board. The University produces an annual calendar of quality assurance activity, and timetabling at the College links with this to facilitate attendance at meetings. Module leaders have direct contact with their counterparts at the University.

11   At the start of the 2011-12 academic year the College introduced a new committee structure to monitor and evaluate academic standards for all programmes. At the fulcrum of the system is the Higher Education Academic Standards and Operations Committee. This comprises curriculum directors, senior managers and higher education programme leaders, and reports to the College's joint venture board, the University Academic Quality and Standards Committee and the Regional College's senior leadership team. The committee meets fortnightly and has responsibility for consistent implementation, monitoring and enhancement of academic standards within the College. This includes reviewing module evaluations, annual monitoring reports and coordinating draft responses to external examiner reports prior to their formal approval and release from the University. It also implements the Developmental engagement action plan. The structures described in paragraphs 10 to 11 provide a complex but coherent system that the College and the University regard as being effective in the protection of academic standards; a view with which the team concurs.

What account is taken of the Academic Infrastructure?

12   Extensive use was made of the *Code of practice, Section 2: Collaborative provision and flexible and distributed learning (including e-learning)* in the establishment of the joint venture. All pathways operating at the College are franchised from the University or validated directly. They have all been developed with reference to the FHEQ. The descriptors for higher education at levels 4, 5 and 6 are integral to all programme and module handbooks. Pathway specification forms have been influenced by the guidelines

for programme specifications. Module definition and pathway specification forms identify the relevant subject benchmark statements, which influence the setting of appropriate aims and intended learning outcomes. The *Code of practice, Section 6*: *Assessment of students* and *Section 9*: *Work-based and placement learning* has been used in the development, design and delivery of the Foundation Degrees. The *Code of practice, Section 7: Programme design, approval, monitoring and review* is used in validations and periodic reviews. Staff are already being made aware of the development of the UK Quality Code for Higher Education (the Quality Code).

13   The University academic regulations and procedures make reference to the Academic Infrastructure, and references are included specifically to align with the *Code of practice* and subject benchmark statements respectively in the case of collaborative provision and Foundation Degrees.

How does the College assure itself that it is fulfilling its obligations to ensure that the standards of higher education provision meet the requirements of the validating partner?

14   All programmes are subject to University quality assurance processes. Each pathway is evaluated by a higher education programme leader and a curriculum director using an annual monitoring report. These reports use a wide range of sources of evidence, including admission and progression statistics, student feedback, teaching observations, achievement data, and feedback from external examiners, to form a comprehensive overview of pathway performance. Aspects of good practice and areas for improvement are identified and an action plan identifies responsibilities and deadlines for addressing these. The reports are considered by the Executive Director, the Executive Director of Quality, and the Quality Manager for initial review and approval. They are then reported to the Higher Education Academic Standards and Operations Committee, the University's Academic Quality and Standards Committee, and ultimately the University Senate.

15   The Learning, Teaching and Assessment Committee, the student council committee and the Higher Education Pathway Leaders Student Adviser Meeting feed into the Higher Education Academic Standards and Operations Committee. The Learning, Teaching and Assessment Committee is the main mechanism for sharing good practice and supports a culture of research and scholarship in support of teaching. The student council committee meets twice per term and is a major vehicle for collecting student views and reactions. The Higher Education Pathway Leaders Student Adviser Meeting is conducted fortnightly, to review individual student progress and monitor the application of assessment mitigations and extensions.

16   Module tutors undertake end-of-module reviews, either electronically or in paper format. Results are processed by the University and feed to the appropriate faculty board, the Quality Manager, and the Higher Education Academic Standards and Operations Committee. The module reviews are combined to form part of the relevant annual monitoring report.

17   Processes for initial and second marking, standardisation, moderation, and external scrutiny of marking are clearly defined. College staff attend moderation and standardisation events organised through the University's Departmental Assessment Panels and Awards Boards. These panels and boards apply the same standards to University students, irrespective of where they are located. External examiner reports are supportive and positive about standards of student performance. Where issues are identified the University provides appropriate and timely responses. As a consequence of the arrangements outlined in

paragraphs 14 to 17, the quality of higher education provision at the College is quality assured to the same standards, using the same processes as any other University site.

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

18   All new members of staff participate in a compulsory induction process which is designed to provide insight into both the Regional College and the College as, technically, the staff are employees of the Regional College. New staff are assigned an experienced member of staff to act as a mentor. The quality manual, issued to new members of staff, provides reference information about roles and responsibilities within the College structures, as well as advice on how to use schemes of work, plan individual sessions, and deliver effective teaching.

19   All teaching staff are required to be observed twice annually: once as a non-graded observation and once as a graded observation. The non-graded observations are used predominately for developmental purposes while the formal grading can form part of the performance and capability process, as set out in the College's disciplinary and grievance procedure and further supported by human resources. Lesson observation is a significant and effective means of maintaining and developing academic standards.

20   The implementation of the staff development policy is undertaken by the Regional College staff development committee. Every member of staff is expected to achieve a formal teaching qualification and to hold a higher degree if teaching at levels 5 or 6. Staff receive one hour's remission for scholarly activity for every three hours of teaching. A teacher training policy requires all teaching staff to undertake a minimum of 30 hours' continuous professional development per year and to record this activity using an online log.

21   The College provides 60 hours of teaching remission and financial support for staff studying for a higher award. All staff have an opportunity to discuss their development needs as part of an annual appraisal process. Development sessions are run at both the Regional College and the University; staff have access to both. The College encourages industrial updating, including placements in industry and research involving local employers, although at present most development initiatives are directed towards pedagogy. The team considers that there is scope to rebalance the focus of staff development to take more account of subject knowledge updating.

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?

22   The arrangements described in paragraphs 10 to 11 also relate to the quality of learning opportunities.

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

23   The College has appointed student advisers, whose responsibilities include admissions and student induction; dealing with academic and welfare issues, appeals and complaints; progression and careers guidance. This provides an effective and valued support mechanism for students.

24   The management of learning opportunities is coordinated though pathway leaders at an operational level. Any issues are discussed with the relevant programme leader and curriculum director responsible for that area, and where appropriate, with the Executive Director, who will action accordingly. If there are any significant issues that are not resolved, students can then raise the issue formally using the University's complaints procedure.

25   The College has customised annual monitoring reports using the University proforma. The annual monitoring report outlines support for students, evaluation of National Student Survey results, comments from external examiners, programme strengths, and areas for improvement. From this an action plan is developed, which is monitored and checked for completion by the Executive Director Quality in conjunction with the Executive Director Higher Education. The annual monitoring reports are reviewed, amended and validated at the Higher Education Standards and Operations Management committee, resulting in approval of action plans. The annual monitoring reports are sent to the University's quality department for inclusion in module evaluations. Programme leaders and some pathway leaders attend University discipline network groups and departmental assessment panels, strengthening the College's communication with its awarding partner.

What account is taken of the Academic Infrastructure?

26   The arrangements described in paragraphs 12 to 13 also apply to the quality of learning opportunities. The College's admissions policy is aligned with guidance in the *Code of practice, Section 10: Admissions to higher education.*

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

27   The Regional College has a higher education strategy which sets out objectives for teaching and learning in terms of retention and achievement. The College has developed policies based upon the Regional College procedures, with additional reference to University expectations. The teaching, learning and assessment strategy has been adapted specifically for higher education use, in line with the University's policies and practices.

28   Following the advisable recommendation of the Developmental engagement to develop a robust and effective process for monitoring the quality of teaching and learning, the College has implemented a comprehensive teaching observation scheme based on the

Ofsted system, which encompasses all aspects of teaching, learning and assessment. The lesson observation process identifies areas of good practice and areas for improvement and further supports and develops staff where necessary by means of an effective advanced practitioner scheme.

29   Staff are appropriately qualified and all are expected to have a higher degree if teaching at years two and three. Staff teaching at year one without a higher degree are expected to enrol on an appropriate programme and be supported by a mentor. The College provides remission and financial support for higher award study. The quality of teaching and learning is recognised by students across all pathways. Module evaluation surveys show positive student feedback.

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

30   The College has developed comprehensive academic and pastoral student support policies and processes which include admissions, induction, tutorials, study skills, placements, work-based learning, and mechanisms for identifying the need for additional learning support. Through the additional learning support team, students are given access to this wide range of support services. The team considers that the College's comprehensive and well planned range of student support successfully meets the academic and pastoral needs of students.

31   The student learning experience starts with a centrally coordinated induction programme which operates during the registration week and includes introductions to areas such as health and safety, the Students' Union, student advisory and support centre services, and University regulations relating specifically to assessment. At this stage, students are informed about the type of feedback that they can expect to receive when assessments are marked. Pathways also have a range of subject-specific induction processes that vary in range and form according to the nature of the subject. These are valued by the students.

32   A programme of tutorial support is available for all students at different levels. Students have individual tutorials supported by group tutorials, in addition to specific workshops on subjects such as dissertation work and life after a degree, utilising comprehensive materials supplied by the University. On journalism and education programmes the College has implemented personal development portfolios.

33   The student council committee comprises elected representatives from each year group and is chaired by an officer of the University's Students' Union. The student council committee's terms of reference are to oversee all aspects of the student experience and academic delivery for all pathways. Minutes feed into the Higher Education Standards and Operation Committee. The students used this method to review the student submission, and the committee is a valuable source of communication for the students. The team considers it desirable that the student council committee should be embedded within the College's structures to enhance its value.

34   Module and programme information is posted on the virtual learning environment. Teaching teams are developing teaching and assessment materials which actively support students on different modes of study, including distance and part-time study. Students have access to University teaching, learning and assessment materials for their modules. However, the virtual learning environment is still in the development stage, with few programmes currently being uploaded, although there is some innovative practice evident in archaeology and forensic science.

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

The arrangements described in paragraphs 18 to 21 also relate to the quality of learning opportunities. The staff development programme includes a series of days dedicated to sharing good practice and teaching innovation. There are a number of opportunities for staff to engage in research and scholarly activity and 10 out of 30 higher education teachers are currently studying for master's or doctorate level qualifications.

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?

35   The College provides a high quality learning environment. It includes the latest specification information technology facilities in all class and tutorial rooms, together with a lecture theatre with video conferencing facilities. Two drop-in computer suites are open daily, including evenings, and there are also fully equipped computer laboratories. The Regional College has a well stocked library provided with key texts, an area set aside for quiet study, and three computer stations dedicated to higher education student use. In addition to these facilities, students from the College have access to the University library and the Central Library in Peterborough. The successful combination of strong student support and high quality learning facilities enables the College to foster a genuine higher education environment.

36   Students are able to reserve books electronically from the University library or through the student support centre which runs a weekly collection service. Students report good access to key texts and books together with electronic journals, and the team notes that access issues highlighted during the Developmental engagement have been addressed. There are plans to develop further the facilities at the Regional College library to provide a larger and more secluded higher education area, and the team welcomes these proposals, which will enhance student learning.

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?

37   The College is responsible for publishing a range of information in close collaboration with the University including a prospectus, course and pathway handbooks, module guides, and a student diary. The prospectus, which is updated annually, provides information on qualifications offered, student support, fees, accommodation, and application to the College. Applicants are referred to the online resources at the University website. Marketing teams from the College and the University work together on the production of the prospectus. The College also produces information on additional and specialist support for students with disabilities. Information is also available at the student support centre on finance, and examinations and assessments; this is updated on a monthly basis.

38   The University produces an admissions policy which covers the selection process for part-time and postgraduate entry while the College produces application documentation that outlines this process and entry requirements. Students find the information about their programmes to be useful and state that it accurately portrays programme content.

39   Students receive a pathway handbook at induction. This has two elements: a template provided by the University to ensure standardised information on academic regulations and assessment, and information specific to the College which is added by pathway leaders. Module guides are produced and provided by the University except in the case of journalism and archaeology/landscape programmes, for which module guides are produced by pathway leaders at the College. Students find pathway handbooks and module guides useful. A student diary is produced and distributed during enrolment. This contains generic information relating to assessment policy, scheduling and deadlines, together with the College student charter. Academic regulations, including plagiarism and malpractice policies, are produced by the University and also published in the student diary. Students are provided with, and sign for, a copy of these regulations on induction.

40   The College website contains standardised programme information, together with advice and information relating to students' questions and concerns. Information is also available through comprehensive online resources at the University. The website is easy to access and has information on programmes offered, student support, fees, accommodation, and applications.

41   Staff and students use the University virtual learning environment, as well as emails, to facilitate communications. The virtual learning environment gives students access to module grades and a range of learning materials. Academic staff are expected to meet minimum requirements when setting up virtual learning environment content, including a module home page, basic information including module codes and tutor contacts, an overall description of the module, and clear information on the location of module materials and resources. The College is working with the University in the development of the virtual learning environment and updating of staff. Students also have access to the Regional College virtual learning environment. Students consider the virtual learning environment to be useful, with helpful information on assessment, modules, lecture information, and presentations. Social networks are also used by students but staff contact with students is through the virtual learning environment and the email facilities. Social networks are monitored on a daily basis and students are informed of the social networking policy in tutorials.

What arrangements does the College have in place to assure the accuracy and completeness of information the College has responsibility for publishing? How does the College know that these arrangements are effective?

42   All public information produced by the College is checked for consistency of corporate image. National advertising is managed by the University, with local advertising and promotion managed by the College. All local advertising is approved by the Executive Director and signed off by the Marketing Manager.

43   The Recruitment and Events Coordinator manages, updates and centrally controls the website. Pathway handbooks, which contain both University and College information, are checked by pathway leaders. Module guides are adapted by College module leaders, together with some produced by pathway teams, and are checked and approved by the higher education pathway leaders and University faculty staff. Responsibility for all public information relating to the College rests with the Principal of the Regional College. These arrangements operate effectively.

44   The College has progressed well with actions required after the Developmental engagement. Module guides and pathway handbooks contain current information and are well received by students.

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

C   Summary of findings from the Developmental engagement in assessment

45   The Developmental engagement in assessment took place at the College in October 2010. The review team included two institutional nominees. The lines of enquiry agreed with the College were as follows.

Line of enquiry 1: To what extent do processes of programme monitoring ensure that academic standards are maintained?

Line of enquiry 2: How does the College assure the quality, appropriateness and timeliness of feedback provided to students?

Line of enquiry 3: How does the College ensure that information provided to students on assessment is comprehensive, clear and accurate?

46   The Developmental engagement team identified several areas of good practice. There is a responsive internal committee structure and an excellent working relationship with the University. A robust process for monitoring teaching and learning quality is in place. The Student Support Centre is an effective resource and the College provides access to non-traditional higher education learners. Individuals with learning difficulties are well supported and there is an effective process of staff development.

47   The College was advised to discuss data management with the University and to ensure that student feedback linked to intended learning outcomes is more consistent across the pathways. Module guides and course handbooks needed to include current information and should always be available at the start of the academic year.

48   The Developmental engagement team considered that it was desirable for the College to improve the consistency of the student induction process and disseminate information about support available from the Students' Union. In addition, it was suggested that discussions might take place with the University about book loans and access to online learning resources and with the Regional College about improvements in interactive learning and online assessment.

D   Foundation Degrees

49   The College offers nine Foundation Degrees, all validated by Anglia Ruskin University. All Foundation Degrees were developed in line with the *Foundation Degree qualification benchmark* and follow the Anglia Ruskin University validation process.

50 Six of the Foundation Degrees are available as full or part-time programmes, with two offered as part-time study over three years, and one programme, the Foundation Degree in Management and Leadership, offered as a two-year distance learning course in conjunction with the Chamber of Commerce.

51 All the Foundation Degrees incorporate work-based or work-related learning modules and the College has a good relationship with local industry. Employers are involved with delivery and enhance the student learning experience. Engineering and computing programmes have direct links to local organisations with some students being sponsored by local firms. There are also good relationships with the Cambridge Constabulary and Fire Services which have contributed to the Foundation Degree in Public Services. Students from Foundation Degree programmes comment favourably on their courses and are satisfied with the support they receive from their tutors. All the outcomes and recommendations of this report apply to Foundation Degrees.

E   Conclusions and summary of judgements

52 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 body, Anglia Ruskin University.

53 The team makes some recommendations for consideration by the College and its awarding body.

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

- rebalance the focus of staff development to take more account of subject knowledge updating (paragraph 21)
- consider how to embed the student council committee within the College's structures to enhance its value as a communication source (paragraph 33).

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

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

56 Based upon its analysis of the College's self-evaluation, other documentary evidence and from its meetings with staff and students, the team concludes that, 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.

University Centre Peterborough action plan relating to the Summative review: February 2012						
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:						
• rebalance the focus of staff development to take more account of subject knowledge updating (paragraph 21)	College's Director to sit on the Staff Development Committee to inform future decisions Two teaching and learning conferences are planned - Anglia Ruskin University on Monday 25 June and University Centre Peterborough Higher Education Conference on 4 July; each will have subject-specific pathway opportunities Promote the benefits of the Higher Education Academy to staff and subject specialism updating available	May 2012 25 June and 4 July 2012 4 July 2012 September 2012 April 2012	College's Director/ Human Resources Human Resources to log Continuous Professional Development activity by Subject, Pedagogy and Academic updating to enable monitoring College Director/University Centre Peterborough Academic Standards Manager/Anglia Ruskin University and Peterborough Regional College College's Director College's Director/Human Resources	Staff CVs and Continuous Professional Development log Undertake an audit in 2012-13 to compare to 2011-12 Establish a target of 60% subject related and 40% pedagogic and regulation/system changes Staff attendance, future events and also good practice forums Staff CV updating Higher Education Academy applications and staff CVs	University Centre Peterborough Board Staff Development Committee and University Centre Peterborough Board Staff Development Committee and University Centre Peterborough Board Staff Development Committee and University Centre Peterborough Board Staff Development Committee and University Centre	Annual Monitoring Reports and achievement of targets By staff after the conferences; made available to the University Centre Peterborough Board and Anglia Ruskin University/ Peterborough Regional College Review of staff CVs when compiling the teaching registers - sampling process; also staff feedback will be sought Review of staff CVs when compiling the teaching registers

			College's Director	Staff CVs and good practice forums Staff CVs and good practice forums	Peterborough Board	- sampling process; also staff feedback will be sought Review of staff CVs when compiling the teaching registers - sampling process; also staff feedback will be sought
	Maximise opportunities for staff development in terms of secondment and industry updating Obtain places for staff when running external events for businesses - eg innovations workshops, the business elevator pitch Environmental updates were obtained from a recent Green Build conference held at the College					
• consider how to embed the student council committee within the College's structures to enhance its value as a communication source (paragraph 33)	Students will sit on the Learning Teaching and Assessment group to inform decisions A Student Ambassador from each department (6 in total) will also attend key meetings;	September 2012 September 2012 June 2012	College's Director College's Director College's Director	To ensure that student feedback and involvement shapes tutorial inputs, the study skills matrix and also the promotion of Learning, Teaching and Assessment group activities to their peers	Learning, Teaching and Assessment group minutes College's Director and University Centre Peterborough Board Via minutes and	Student surveys, Council minutes Ambassadors will also use reflective journals; student attendance at meetings will be compared to previous years as will the number of active reps

				A 'You said, We did' process will be widely adopted and publicised Each Ambassador will attend monthly forums with the College's Director to feedback suggestions and views; improved attendance at course representative training will ensure a stronger voice from each pathway This will become a standing item at each Academic Standards and Operations Committee meeting	information to the University Centre Peterborough Board	Monitor the number of complaints received and the amount of negative versus positive feedback Student attendance at meetings will be compared to previous years as will the number of active reps. Monitor the number of complaints received and the amount of negative versus positive feedback
	recruitment is currently underway Issues (minutes) raised by the Student Council will be channelled through the Academic Standards and Operations Committee					

RG 904 05/12

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

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