



Integrated quality and enhancement review

Summative review

Lewisham College

June 2010

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Preface

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

Purpose of IQER

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

The IQER process

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

Developmental engagement

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

The main elements of a Developmental engagement are:

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

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

Summative review

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

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

Evidence

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

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

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

- *The framework for higher education qualifications in England, Wales and Northern Ireland*, which includes descriptions of different higher education qualifications
- the *Code of practice for the assurance of academic quality and standards in higher education*
- 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 Lewisham College carried out in June 2010

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/or 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 Higher Education Quality Procedures Handbook toolkit, which programme teams use to evaluate their implementation of the *Code of practice, Section 6: Assessment of students*, supports the embedding of the Academic Infrastructure
- the variety and extent of staff development activities contribute significantly to the professional development of staff and enhance the quality of the provision
- the use of the student portal by some programmes supports blended, personalised learning, and innovation in teaching
- the online tutorial management system, ASPIRE, which links the analysis of individual student performance to personal development plans, enables appropriate personalised support to improve student retention and achievement
- the Advanced/Postgraduate Certificate in Lifelong Learning (Vocational Subject Mentoring) provides an innovative vocational programme which strengthens mentoring and enhances the mentoring focus for both staff and students across the College.

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 **desirable** for the College to:

- review and clarify the reporting lines between the Higher Education Forum and its subcommittees
- review where the Higher Education Self-Assessment Report and Quality Improvement Action Plan are considered in the reporting structure to provide a more effective oversight of the quality assurance of higher education programmes.

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 Lewisham College (the College). The purpose of the review is to provide public information about how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes which the College delivers on behalf of the University of Greenwich and London South Bank University. The review was carried out by Mrs Claire Blanchard, Ms Colette Coleman, Mr Gary Hargreaves (reviewers) and Mrs Monica Owen (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 bodies; meetings with staff, students and partner institutions; reports of reviews by QAA and from inspections by Ofsted. In particular, the team drew on the findings and recommendations of the Developmental engagements in assessment and progression. A summary of findings from these Developmental engagements 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 for the assurance of academic quality and standards in higher education (Code of practice)*; subject and award benchmark statements; *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ); and programme specifications.

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

4 Lewisham College is a large inner-city general education college, serving a diverse and multicultural population in the London Borough of Lewisham. The College operates from two sites in North Lewisham, the Lewisham Way Campus and the Deptford Campus. The students are mainly drawn from the local communities in Lewisham, Greenwich and Southwark, areas which are among the most economically and socially deprived in London. The College's new mission is 'creating successful futures'. The College holds a number of awards including Beacon status. It is recognised with Centre of Vocational Excellence status in hospitality and catering as well as Investors in Careers and Investors in People. The April 2006 Ofsted inspection described Lewisham as an 'outstanding college'. In 2007 the College received the new standard accreditation in employer-responsiveness.

5 The College has approximately 15,000 students, of whom 180 (113 full-time equivalent students) are enrolled on higher education programmes. The 56 full-time and 124 part-time higher education students are taught by 15 full-time and eight part-time staff. The College's higher education provision is taught across four of 12 schools: Early Years, Health and Social Care; Construction and Technical Services; Business and Computing; and the Teacher Development Unit. The majority of the programmes are delivered at the Lewisham Way Campus, with the HNC Building Studies delivered at Deptford.

6 The College offers the following programmes with the following full-time equivalent student numbers:

University of Greenwich

- FdA Education Administration (4)
- FdSc Business Information Technology (22)
- HNC Building Studies (26)

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London South Bank University

- FdA Early Years (24)
- FdSc Urban Regeneration and Community Development (6)
- Diploma in Teaching in the Lifelong Learning Sector (23)
- Certificate in Teaching in the Lifelong Learning Sector (5)
- Advanced/Postgraduate Certificate in Lifelong Learning (Vocational Subject Mentoring) (3).

Partnership agreements with the awarding body(ies)

7 The relationships with the University of Greenwich and London South Bank University (the Universities) are set out in specific agreements. The College is a member of the University of Greenwich Partner College Network, and an annually updated Bilateral Statement with supporting documents describes how the two institutions share responsibilities. The partnership with London South Bank University is ratified through a Memorandum of Cooperation, which provides a detailed description of the distribution of responsibilities. While the partnership agreements differ in detail, the Universities retain ultimate responsibility for academic standards and the quality of learning opportunities. This responsibility is met through such mechanisms as validations, moderation, appointment of external examiners, examination boards, awarding qualifications and their own annual monitoring. The College has operational responsibility for the delivery of the programmes, including the marking of assessment, and the welfare and support of the students. The College and the Universities recognise that they jointly contribute to the development and quality of the programmes.

Recent developments in higher education at the College

8 There were significant changes to the Senior Management Team in 2009, with the appointment of a new Principal, and an organisational review has been undertaken in 2010. In 2009 the College ceased to offer its remaining Edexcel programme, the HNC Software Development, and introduced the new mentoring programme for further education practitioners and the FD Urban Regeneration and Community Development. It is planned to close the FD Education Administration in 2010. The College's Higher Education Strategy confirms the intention to develop and expand its higher education provision in response to employer need.

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 Summative review team and a submission was made. The College's Higher Education Coordinator drew up questions around the core themes and held focus groups with 71 students across all the programmes. The questions were also made available on the virtual learning environment. Student representatives took notes at the meeting and the Higher Education Coordinator compiled these notes into one document, which was then sent to all the students by email and the virtual learning environment for comment. The student written submission also included the results from 22 students who could not attend the focus groups and responded to the online student survey. The team considered the submission helpful in highlighting issues and good practice for further enquiry. The team also met 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 Heads of school, line managed by the Director of Curriculum, Adult Responsiveness and Higher Education, are responsible for overseeing academic standards, along with the Director of Quality and Improvement, who manages the teacher education programmes. A Higher Education Coordinator supports work with employers and other partners to develop the curriculum. Programme area leaders manage curriculum areas, within which course leaders are responsible for the day-to-day operational management of courses. Changes to this structure will be implemented in September 2010 by the merging of schools into departments, one of which will lead on higher education developments. The College's Quality Unit is responsible for developing the College's higher education policies and procedures, which supplement those of the awarding bodies where appropriate. The responsibilities for managing academic standards and the quality of learning opportunities are clear.

11 The College's programmes are integrated into the Universities' systems to maintain academic standards and promote consistency of learning opportunities. University link tutors work closely with the programme teams, and College staff attend university committees and examination boards. Many of the programmes also involve cross-college working through, for example, the London South Bank University FD Early Years Consortium and the University of Greenwich Partner College Network. Staff also attend a wide range of professional development opportunities both offered and supported by the Universities. The College's strong relationship with its awarding bodies at both a strategic and operational level supports the maintenance and enhancement of the quality of the provision and facilitates collaborative developments, such as the Certificate in Vocational Subject Mentoring with London South Bank University. The partnership with the awarding bodies is a strength of the provision.

12 As part of the Developmental engagement action plans, the College has revised its higher education monitoring procedures and structure. The Higher Education Forum underpins the development of the programmes, with the Universities' partnership managers attending meetings. Two subcommittees were launched in 2008: the Higher Education Practitioners' Forum for the dissemination of good practice; and the Higher Education Student Forum. The updates of the Developmental engagement action plans and minutes of each forum show they are meeting their objectives and supporting the development and quality enhancement of the higher education provision. However, there was little evidence of the activities of these two subcommittees being considered by the Higher Education Forum. It is desirable that the College review and clarify the reporting lines between the Higher Education Forum and its subcommittees.

13 The Higher Education Forum reports to the Higher Education Working Group, which internally reviews, monitors and effectively coordinates the programmes, the Curriculum Delivery Management Team and the Senior Management Team. The latter reports to the governing body's Quality Committee. The Higher Education Forum and the Senior Management Team consider the performance data and trends and the Quality Improvement Action Plans arising from annual monitoring. A new Higher Education Self-Assessment Report and accompanying Quality Improvement Action Plan, produced in Autumn 2009, were submitted to and discussed by the Senior Management Team. However, the governing body's Quality Committee did not explicitly consider these documents. It is desirable that the College review where the Higher Education Self-Assessment Report and Quality Improvement Action Plan are considered in the reporting structure to provide a more

effective oversight of the quality assurance of higher education programmes. Overall, the team confirms that the reporting arrangements are effective for the management of academic standards and the quality of learning opportunities.

What account is taken of the Academic Infrastructure?

14 The Universities' procedures and documentation such as programme specifications are set within the context of the Academic Infrastructure. College staff are involved in the Universities' periodic review and programme approvals and validation processes, in line with the *Code of practice, Section 7: Programme design, approval, monitoring and review*. There is clear evidence in the recent FD Urban Regeneration and Community Development validation documents of alignment with the FHEQ and the Foundation Degree qualification benchmark.

15 A staff development programme has been put in place since the Developmental engagements to improve understanding of the Academic Infrastructure. This has included activities run by the Universities. As well as embedding the regulations and requirements of the awarding bodies in its local practice, the College has developed implicit procedures to support the higher education programmes, including in 2009 the Higher Education Quality Procedures Handbook. One of the Handbook's aims is to strengthen the College's higher education provision by providing a focus on the Academic Infrastructure for the programme teams. The Handbook incorporates a toolkit which programme teams use to evaluate their implementation of the *Code of practice, Section 6: Assessment of students*. This supports the embedding of the Academic Infrastructure and is good practice.

16 The Higher Education Strategy has a clear focus on employability skills, requires curricula clearly linked to professional career pathways, and identifies established relationships with local employment sectors. Staff were able to provide numerous examples of links to employers, such as Tower Hamlets Council and the Metropolitan Police. The programmes are aligned to the *Code of practice, Section 9: Work-based and placement learning*.

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 College requires course leaders to produce a course annual review as a key part of its quality assurance processes. The course leaders use performance data, student feedback from a range of sources, and external examiner and employer feedback to complete the review and develop quality improvement plans. These are monitored by the Quality Unit and discussed at the Higher Education Forum. The Quality Unit summarises the reports into the Higher Education Self-Assessment Report. The College's audit process checks the course annual reviews and the Universities' annual monitoring reports prior to submission to the Universities. In response to the Developmental engagements, the College has improved its use of performance data throughout the annual review and self-assessment process. Greater scrutiny of performance data has resulted in the closure of under-performing programmes.

18 Programme teams carry out marking and moderation according to the Universities' academic regulations. A framework for higher education assessment and moderation is included in the Higher Education Quality Procedures Handbook, and the College operates an effective and transparent internal verification and moderation process. The external examiner reports confirm that effective moderation takes place across partner colleges.

19 External examiners, appointed by the Universities, carry out monitoring, including the sampling of student work, across the two partnerships. They have concluded that academic standards are appropriate overall. The course leaders respond to the external examiners' comments and this forms part of the course annual review. The College's Quality Unit is responsible for overseeing the implementation of actions arising from the external examiner reports and produces a report for discussion at the Higher Education Forum. External examiners have a substantial role in the maintenance and enhancement of academic standards, in line with the *Code of practice, Section 4: External examining*. While many external examiners' comments are generic across the partner colleges, the FD Business Information Technology external examiner in 2009 gave specific favourable comments on the quality of students' work.

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

20 The College's Learning and Development Policy clearly outlines the aims, scope, and processes of learning and development for College staff. All staff are encouraged to develop continuing professional development plans. College staff are supported to participate in a number of continuing professional development networks, such as the London Centre for Excellence in Teacher Training, to ensure their subject-specialist knowledge is maintained in line with industry expectations.

21 Curriculum teams have a delegated budget for staff development, and resources are allocated to fund attendance at external training events. Staff are currently involved in two externally funded research projects and the College funds a range of projects across the curriculum, such as the development of e-learning. The College has run specific training events on the Academic Infrastructure with the University of Greenwich. Both Universities run a number of training events and development opportunities, which College staff are entitled to attend. Staff records show a number of staff attending conferences and seminars, and undertaking shadowing activities and further study. Staff confirmed the range of opportunities and support available.

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 Line management responsibility and reporting arrangements for the quality of learning opportunities are detailed in paragraphs 10 to 13. Heads of school work closely with managers across the College, who also have responsibility for the quality of the student experience. These include the heads of Learning Services, Student Services and e-Learning. Course leaders have an important role, working with tutors to achieve high-quality learning opportunities through the day-to-day delivery and development of the programmes.

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 awarding bodies are detailed in paragraphs 17 to 19. Course teams have a key responsibility

in producing and agreeing the course annual review, taking into account the issues raised by students and other stakeholders. The course annual reviews show discussion, action planning, and monitoring and evaluation of key areas relating to the quality of learning opportunities. These include teaching and learning, e-learning, diagnostic assessment, programme progression, tutoring, student support and guidance, and learning resources.

What account is taken of the Academic Infrastructure?

24 The College has considered the *Code of practice* in the development of its policies and procedures. For example, the College admission procedures meet the requirements of the Universities and are aligned with the *Code of practice, Section 10: Admissions to higher education*. The College's Careers Education, Information, Advice and Guidance Policy for Higher Education reflects the *Code of practice, Section 8: Career education, information, advice and guidance*. Disability support is in line with the *Code of practice, Section 3: Disabled students*. Staff also develop their understanding through meetings and other university events and clearly understand the use of the Academic Infrastructure.

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

25 An objective of the College's Higher Education Strategy is to ensure that teaching and learning is of outstanding quality. A number of initiatives are in place to improve teaching as part of the Higher Education Quality Improvement Action Plan. Class observation and annual inspection are used extensively to assess all teaching staff and give feedback on standards of teaching practice. Observations are graded and a summary of strengths and areas for development is fed back. This feedback contributes to the staff appraisal system, which is used to monitor and extend professional development activities.

26 There is a College Higher Education Teaching, Learning and Assessment Policy, which is clearly embedded and linked to the College's ten strategic priorities for 2009-10, including raising success rates. The quality of teaching and learning is enhanced by activities with employers and work-based learning during employment or placements. Since the Developmental engagement in Assessment, the FD Business Information Technology team has strengthened its engagement with the workplace, including work placements with charitable organisations.

27 The e-Learning and Innovation Strategy promotes innovation in managing learning. The student portal, named by the students as eME, is the main vehicle for supporting student autonomy and delivering innovative personalised teaching. The portal integrates the virtual learning environment, reflective e-portfolios to assist students with progression, and the use of e-personal development plans. The initial teacher training and the FD Business Information Technology students are using this facility extensively. The use of the student portal by some programmes supports blended, personalised learning and innovation in teaching, and represents good practice.

28 The College recognises the importance of the student voice through its Higher Education Strategy and Learner Involvement Strategy. Feedback from students is gathered in a number of ways, including through tutorials, course representatives, focus groups, module evaluations and student surveys. The students confirmed that, as a result of their feedback, a Higher Education Zone has been created in the Learning Centres and on the student portal. Minutes of The Higher Education Student Forum show a resulting action plan. A new online students' forum on the student portal has improved the levels of student comment, notably from part-time students, who find it difficult to attend meetings of the Forum. The commitment to obtaining and acting upon student feedback is a strength of the provision. Overall, the team concludes that there are effective College systems to maintain and enhance the quality of teaching and learning.

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

29 The College has a comprehensive tutoring policy detailing the entitlement for students and there is extensive evidence that it is effectively applied. The Internal Inspection Report confirmed that support and guidance are good, and students highlighted the approachability of staff. The online tutorial management system, Assessment of Student Progress In-year to Reach Excellence (ASPIRE), enables analysis of individual student performance. There is dedicated time for teaching staff to review student progress and the course as a whole three times a year. The outcomes from this process are directly linked to the students' personal development plans, and retention rates have improved. ASPIRE enables appropriate personalised support to improve student retention and achievement and is good practice.

30 The Developmental engagement in progression confirmed the range of mentoring support available in the workplace for the FD Early Years, FD Educational Administration and initial teacher training programmes as a strength of the provision. In response to the College's need to develop and support mentors for the initial teacher training students, the College has developed with London South Bank University the first higher education-accredited mentoring qualification for the further education sector.

31 There is a range of central support services, such as counselling, disability support, financial support and careers, externally accredited by Matrix. Information and advice are available through the website, email, telephone, the student portal and in person. The strong operational and delivery links with the partner universities also ensure that students are fully informed of progression routes and career pathways. All these services are monitored effectively through annual monitoring, student feedback and the management and committee structure.

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

32 The College has put in place mechanisms whereby experienced tutors mentor and support new team members or staff new to teaching. These promote the sharing of good practice and the development of better peer support to improve teaching and learning. The College's mentoring team are now studying on the Advanced/Postgraduate Certificate in Lifelong Learning (Vocational Subject Mentoring). This innovative vocational programme strengthens mentoring and enhances the mentoring focus for both staff and students across the College and is good practice.

33 The College's central Learning and Development team offers an annual programme of generic training, from management development to health and safety, and an annual cross-college programme to support higher education staff. Individual staff needs are identified through appraisal, teaching observations and the monitoring processes.

34 Outcomes from staff development and good practice identified in the Developmental engagements are disseminated at the Higher Education Practitioners' Forum. Staff are encouraged to share best practice in teaching and learning at cross-college events. Examples of areas covered in cross-college training include the Academic Infrastructure, the student portal, e-assessment and personalised learning. Staff confirmed that these events had enhanced their teaching. The variety and extent of staff development activities contribute significantly to the professional development of staff, enhance the quality of the provision, and are good practice.

How does the College ensure the sufficiency and accessibility of the learning resources the students need to achieve the intended learning outcomes for their programmes?

35 Heads of school are responsible for resourcing the programmes through the College budgetary process, and programme teams are required to show at the time of programme approval that resources are adequate for programme delivery. The FD Business Information Technology and HNC Building Studies students raised some concerns about access to hardware and software and there are plans to further enhance these resources. External funding is sought for new programme development.

36 Learning Centres are located at both the Lewisham Way Campus and the Deptford Campus. In response to student surveys the Learning Resources Services have developed two Higher Education Study Zones. Books are purchased within the schools' allocated budgets and a central budget. The eME Higher Education Zone contains a range of appropriate electronic resources. The Higher Education Learning Centre Strategy 2009-12 aims to include e-books and e-resources mapped across all the higher education programmes. Students also access both university libraries and online resources. The students confirmed that the resources they required were generally available.

37 The College has a comprehensive e-Learning and Innovation Strategy 2009-12 with the explicit aim of transforming teaching, learning and support services, including the development of the student portal. Investment is also planned for the greater use of mobile technology and e-continuing personal development, based on personalised plans across all schools. Classrooms are well maintained, with digital projectors and interactive whiteboards. All teaching staff are approved by the respective awarding bodies and are committed, well qualified and meet the needs of the provision. All staff access the wide range of staff development available. Overall, the College ensures the sufficiency and accessibility of learning resources to enable students to achieve the programme intended learning outcomes.

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?

38 The responsibilities of the College are clearly laid out in the agreements with the Universities. The College is responsible primarily for the marketing of the higher education programmes, and this includes advertising and recruitment. The College produces the prospectus and website information, programme leaflets and general information for employers and students. Both partner universities offer support with this and programmes are represented on the Universities' websites. Each partner agrees to seek the approval of the other for all marketing text which uses the name or logo of the other.

39 The College's website has a dedicated higher education area, which contains up-to-date information in a standard format. The programme information leaflets on the website did not indicate the validating partner, but the College promptly addressed this by amending the information on the website. The website also provides generic information covering the College Student Charter, student support, financial support and equality and diversity. All College policies are available on the virtual learning environment. Both the Universities'

websites link through to the College website so that a single route of information is available to all online enquirers.

40 Students are provided at induction with material published by the relevant universities, including the academic regulations, and a comprehensive programme handbook. All programme handbooks now follow a minimum content guideline to ensure standardisation of practice and are available through the student portal. The course leaders check the programme handbooks before they are sent to the awarding body for final approval. Where students undertake workplace learning, guidance is provided for mentors and students. Progression pathways are clearly articulated in the programme handbook and on the website. Students confirmed that they receive a programme handbook which contains all relevant information to enable them to successfully engage with their programme of study.

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?

41 The College's Marketing department has a designated officer with responsibility for the higher education programmes. The Marketing department works closely with the awarding bodies, and there is effective two-way communication to ensure information is accurate and meets the requirements of their information protocols and branding requirements. The Marketing department also maintains the information on the College's website and ensures consistency of style and accuracy. Programme teams are responsible for producing curriculum information and they continually liaise with the marketing team to check the accuracy of the information.

42 Programme area leaders and the Higher Education Coordinator are responsible for checking the content of the virtual learning environment. The College carries out an annual review of all its higher education programmes through its inspection process, including a review of public information. The process maps the programme marketing information through the websites of both partners and the College and the related programme materials. Any anomalies are reported back to the school for action and are included in the report for the senior management team. The 2010 Higher Education Inspection report clearly shows this mapping and any actions required by the Universities or College. The students confirmed that they receive all the information they need to achieve the programme intended learning outcomes and the information accurately reflects their experience on the programmes.

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

C Summary of findings from the Developmental engagement in assessment

43 The Developmental engagement in assessment was undertaken in May 2008. The lines of enquiry covered all the core themes and were as follows:

- Within the context of the programmes' aims and objectives and use of the Academic Infrastructure, how does assessment reflect the expectations of employers, the requirements of the workplace, and feedback from other stakeholders, including external examiners?
- To what extent does the assessment of work-related experiences enable students to achieve the programme intended learning outcomes and enhance their employability?

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- To what extent does the assessment information provided in programme specifications, handbooks and other sources reflect accurately students' assessment experience?

44 These covered the implementation of the awarding body regulations on assessment across the programmes and the responsibilities of the College in these processes.

45 The Developmental engagement identified a number of areas of good practice. These included students having access to preparatory learning and assessment; effective collaborative employer engagement processes to develop curriculum and assessment strategies; and appropriate use of assessment cover sheets in some programme areas. Some programmes are responsive to the expectations of employers, and there is strong employer involvement on some programmes to provide assessment tasks and enhance employability. There are good examples of work-based assessment, and mentors are provided with extensive guidance, training and continuing support. The effective use of the virtual learning environment to share teaching and assessment materials, discussion boards and assessment feedback, and the use of programme handbooks to promote students' successful engagement with assessment, were also good practice.

46 The team advised that the College should develop the workplace experience component of the FD Business Information Technology programme to enhance alignment with the *Foundation Degree qualification benchmark*; and develop ownership, understanding and embedding of the Academic Infrastructure. The team also recommended that it would be desirable that the College monitor consistent application of College internal verification procedures; develop the Higher Education Forum as a College vehicle for quality enhancement and promotion of academic standards across the programmes; and establish discrete mechanisms for analysing assessment data across the higher education programmes. It was also considered desirable that the College improve assessment feedback mechanisms to ensure the timeliness and usefulness of assessment feedback; and further develop information about assessment methods in course publicity.

Summary of findings from the Developmental engagement in progression

47 The Developmental engagement in progression was undertaken in June 2009. The lines of enquiry covered all the core themes and were as follows:

- How far do the skills and knowledge developed throughout the College's HE programmes enable students to progress, both within the course and onwards to work and further study?
- How effective are the College's student support arrangements in securing and sustaining progression into, through and from HE provision?
- To what extent does the College provide comprehensive and accurate information to ensure clear understanding of the progression opportunities for higher education students?

48 These lines of enquiry covered the implementation of the awarding body regulations on progression across the programmes and the responsibilities of the College in these processes.

49 The Developmental engagement identified a number of areas of good practice. These included engagement with sector bodies and employers, and collaborative activities between the awarding bodies and the College to provide induction, support arrangements and staff development to support progression. Information pamphlets, which enable students to easily access information on progression opportunities, and the online FD Business Information Technology programme handbook, which is effective in raising students' awareness of progression opportunities, were also considered to be good practice.

50 The team advised that the College strengthen its systems for the effective reporting, analysis and action planning relating to the overarching higher education data and trends; and continue to develop the discrete quality procedures for higher education programmes, with particular attention to the embedding of the Academic Infrastructure. The team also recommended that it would be desirable for the College to assess the impact of current strategies to improve retention; develop, where appropriate, explicit and discrete support strategies for higher education programmes to complement existing strategies; and formally communicate progression entitlement and arrangements to ensure information is more readily available for staff and students.

D Foundation Degrees

51 The College offers four Foundation Degrees. These are the FD Business Information Technology, validated by the University of Greenwich, and the FD Urban Regeneration, FD Early Years and FD Education Administration, validated by London South Bank University. The FD Education Administration will close once the existing second-year students have completed their programme. The FD in Local Government and Public Sector, validated by Birkbeck College, University of London in 2009, did not recruit. Work-based Foundation Degrees are a key part of the higher education strategy to offer new higher education programmes in response to student and employer needs. An FD in Music has been validated with the University of East London to start in 2010-2011 and it is also planned to run an additional group on the existing FD Business Information Technology. Proposed future developments of Foundation Degrees include an FD Construction and an FD Business with the University of Greenwich.

52 The review confirms that the programmes are aligned to the *Foundation Degree benchmark statement*. There is direct involvement of employers at validation and the development of the FD Urban Regeneration and Community Development is based on working with new employers. The programmes are aligned to the *Code of practice, Section 9: Work-based and placement learning*. Overall, the College has in place effective management of the academic standards and quality of learning opportunities of its Foundation Degrees.

53 All the conclusions in Section E below, except for those in paragraphs 30 and 32, relate to the Foundation Degree provision.

E Conclusions and summary of judgements

54 The Summative review team has identified a number of features of good practice in Lewisham 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, London South Bank University and the University of Greenwich.

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

- the Higher Education Quality Procedures Handbook toolkit, which programme teams use to evaluate their implementation of the *Code of practice, Section 6: Assessment of students*, supports the embedding of the Academic Infrastructure (paragraph 15)
- the variety and extent of staff development activities contribute significantly to the professional development of staff and enhance the quality of the provision (paragraphs 20-21 and 32-34)
- the use of the student portal by some programmes supports blended, personalised learning and innovation in teaching (paragraph 27)

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- the online tutorial management system, ASPIRE, which links the analysis of individual student performance to personal development plans, enables appropriate personalised support to improve student retention and achievement (paragraph 29)
- the Advanced/Postgraduate Certificate in Lifelong Learning (Vocational Subject Mentoring) provides an innovative vocational programme which strengthens mentoring and enhances the mentoring focus for both staff and students across the College (paragraphs 30, 32).

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

57 The team agreed the following areas where it would be **desirable** for the College to take action:

- review and clarify the reporting lines between the Higher Education Forum and its subcommittees (paragraph 12)
- review where the Higher Education Self-Assessment Report and Quality Improvement Action Plan are considered in the reporting structure to provide a more effective oversight of the quality assurance of higher education programmes (paragraph 13).

58 Based upon its analysis of the College's self-evaluation and 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.

59 Based upon its analysis of the College's self-evaluation and 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.

60 Based upon its analysis of the College's self-evaluation and 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.

Lewisham College action plan relating to the Summative review: June 2010						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
In the course of the Summative review the team identified the following areas of good practice that are worthy of wider dissemination within the College:						
<ul style="list-style-type: none"> the Higher Education Quality Procedures Handbook toolkit, which programme teams use to evaluate their implementation of the <i>Code of practice, Section 6: Assessment of students</i>, supports the embedding of the Academic Infrastructure (paragraph 15) 	<p>Incorporate the remaining relevant codes of practice into the handbook and toolkit</p> <p>Train HE practitioners in the use of the revised handbook and toolkit</p>	April 2011	Head of Quality	Improved internal area reviews with clear action plans linked to HE academic standards	HE Forum	Evaluate the implementation of the additional codes of practice within the annual Programme Area Reviews and self-assessment

Lewisham College action plan relating to the Summative review: June 2010						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> the variety and extent of staff development activities contribute significantly to the professional development of staff and enhance the quality of the provision (paragraphs 20-21 and 32-34) 	Develop themes for the Practitioners' Forum to ensure appropriate internal and external inputs and the sharing of good practice	October 2010	Curriculum Manager (Teacher Development and Higher Education) & Curriculum Managers and Cross College Managers (Overseeing HE)	Full attendance at Practitioner Forums and continuing professional development events with evidence of how training will be put into practice	HE Forum	<p>Evaluate the outcomes and impact of professional development on the quality of provision</p> <p>Evaluation to be reported to the Governors' Quality Committee</p>
	Maximise the participation of practitioners at HEI's staff training and meeting structures to ensure staff are at the forefront of HE developments	September 2010 - July 2011	Head of Department (Professional Studies) & Curriculum Manager (Teacher Development and Higher Education)	All HE staff achieve the professional development objectives agreed at appraisal		
	Increase participation of staff in online learning and research using 'SkillsPort' and other opportunities that emerge through project funding	Targets set in November 2010 Interim review June 2011 Final review 2011	Curriculum Manager (Teacher Development and Higher Education) & Curriculum Managers (Overseeing HE) and Cross College Managers (Overseeing HE)	Increased levels of student satisfaction with the subject-specialist knowledge of staff		

Lewisham College action plan relating to the Summative review: June 2010

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> the use of the student portal by some programmes supports blended, personalised learning and innovation in teaching (paragraph 27) 	<p>All programmes to ensure that course handbooks, information and learning resources are consistently updated and available on eME</p> <p>All programmes to incorporate an innovative e-learning resource or technique within teaching and learning</p>	December 2010	Curriculum Manager (Teacher Development and Higher Education) & Curriculum Managers (Overseeing HE)	<p>Improved student satisfaction to at least 85%</p> <p>Increased grade profile of 'good to better' teaching and learning to at least 82%</p>	HE Forum Practitioners' Group	<p>Evaluate the use, effectiveness and impact on teaching, learning and student satisfaction</p> <p>Evaluation to be discussed at the HE Forum and reported to the Governors' Quality Committee</p>
<ul style="list-style-type: none"> the online tutorial management system, ASPIRE, which links the analysis of individual student performance to personal development plans, enables appropriate personalised support to improve student retention and achievement (paragraph 29) 	Continue to review and develop the ASPIRE process to increase its impact in improving student success within HE provision	October 2010 - July 2011	Curriculum Manager (Teacher Development and Higher Education) & Curriculum Managers (Overseeing HE) and Course Tutors	<p>Appropriately completed ASPIRE forms with clear identification of learners at risk or who need to be supported</p> <p>Consistently improve retention to meet a minimum target of 90%</p>	HE Forum Senior Management Team (SMT)	<p>Evaluate the impact of ASPIRE on HE programmes</p> <p>Discuss at the HE Forum and report to SMT, Governors' Quality Committee</p>

Lewisham College action plan relating to the Summative review: June 2010						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> the Advanced/ Postgraduate Certificate in Lifelong Learning (Vocational Subject Mentoring) provides an innovative vocational programme which strengthens mentoring and enhances the mentoring focus for both staff and students across the College (paragraphs 30, 32). 	<p>Continue to develop the mentoring programme so that it is fully embedded</p> <p>Disseminate the key success criteria and learning points of effective mentoring through the HE Forum</p>	December 2010	Curriculum Manager (Teacher Development and Higher Education)	<p>100% successful completion of the mentoring course</p> <p>Improved quality of mentoring leading to a 10% increased attainment of distinction grades</p> <p>Increased student satisfaction with the quality of mentoring</p>	HE Forum Senior Management Team	Evaluate the quality of mentoring within the Teacher Training self-assessment report

Lewisham College action plan relating to the Summative review: June 2010						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team agreed the following areas where it would be desired to take action						
<ul style="list-style-type: none"> review and clarify the reporting lines between the Higher Education Forum and its subcommittees (paragraph 12) 	<p>Revise the terms of reference and membership of the HE Forum and clarify the reporting lines between the Student Forum, Practitioners' Group, SMT and Governors' Quality Committee</p>	October 2010	Head of Department (Professional Studies)	<p>Clear communication between subcommittees and the HE Forum</p> <p>Clear accountability and monitoring of actions</p> <p>HE matters to be evident within SMT and Governors' papers</p>	<p>Head of Department Meeting</p> <p>Senior Management Team</p> <p>Governors' quality subcommittee</p>	Review the effectiveness of committee meetings and reporting at SMT
<ul style="list-style-type: none"> review where the Higher Education Self-Assessment Report and Quality Improvement Action Plan are considered in the reporting structure to provide a more effective oversight of the 	<p>Distinguish the HE self-assessment report (SAR) separately from the College self-assessment process</p> <p>Conduct a separate HE SAR validation panel</p> <p>Governors to consider and endorse the HE SAR separately</p>	December 2010	Assistant Principal (Quality Improvement) & Head of Department (Professional Studies)	Governor's review and evaluation of the HE provision	<p>Senior Management Team</p> <p>Governors' quality subcommittee</p>	Review of the self-assessment report

Lewisham College action plan relating to the Summative review: June 2010						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
quality assurance of higher education programmes (paragraph 13).						

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The Quality Assurance Agency for Higher Education

Southgate House

Southgate Street

Gloucester

GL1 1UB

Tel 01452 557000

Fax 01452 557070

Email comms@qaa.ac.uk

Web www.qaa.ac.uk