



Integrated quality and enhancement review

Summative review

Bexhill College

November 2011

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Preface

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

Purpose of IQER

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

The IQER process

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

Developmental engagement

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

The main elements of a Developmental engagement are:

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

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

Summative review

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

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

Evidence

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

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

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

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

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

Outcomes of IQER

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

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

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

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

Executive summary

The Summative review of Bexhill College carried out in November 2011

As a result of its investigations, the Summative review team (the team) considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreement, for the standards of the awards it offers on behalf of its awarding body. The team also considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreement, for the quality of learning opportunities it offers. The team considers that reliance **can** be placed on the accuracy and completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

Good practice

The team has identified the following **good practice** for dissemination:

- the highly productive working relationship between the College and the University Link Tutor ensures parity of standards and learning opportunities
- the learning opportunities provided by the Professional Development Centre, in particular the carousel programme, constitute a valuable service for both staff and students
- staff provide exceptionally rapid and constructive feedback to students
- the excellent tutorial system provides an effective learning environment that builds confidence and professional skill
- the successful mentoring process supports and reinforces good practice and is highly valued by students.

Recommendations

The team has also identified a number of recommendations for the enhancement of the higher education provision.

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

- review the means by which it exercises effective oversight of its arrangements for managing quality and standards.

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

- enhance the information provided to staff and students, by continuing to clarify and expand the policy and procedural documentation which supports the delivery of higher education
- develop the information it provides about the Academic Infrastructure for students to ensure accuracy and improve clarity
- review its internal processes for ensuring the accuracy and completeness of its public information.

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 Bexhill 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 Canterbury Christ Church University. The review was carried out by Ms Ann-Marie Colbert, Miss Elizabeth Shackels (reviewers) and Mr Robert Jones (coordinator).

2 The Summative review team (the team) conducted the review in agreement with the College and in accordance with *The handbook for Integrated Quality and Enhancement Review* (the handbook), published by QAA. Evidence in support of the Summative review included documentation supplied by the College and its awarding body, reports of a review by QAA, and reports from an inspection by Ofsted. In particular, the team drew on the findings and recommendations of the Developmental engagement in assessment. A summary of findings from this Developmental engagement is provided in Section C of this report. The review was conducted by a desk-based study. The review also considered the College's use of the Academic Infrastructure, developed by QAA on behalf of higher education providers, with reference to the *Code of practice*, subject and award benchmark statements, the FHEQ, and programme specifications.

3 The College does not currently deliver any Foundation Degrees.

4 Bexhill College is an incorporated sixth form College located on a site on the outskirts of Bexhill-on-Sea with a range of modern purpose-built facilities. Higher education provision consists of a teacher training course. The College has been part of a consortium of centres delivering teaching awards since the 1990s. The College currently has 1,470 further education students and 20 higher education students, comprising 10 full-time equivalents.

5 The mission statement of the College is 'Outstanding College, Outstanding Opportunities' and the aim is to provide the same opportunities to all students, including those on the higher education programmes.

6 The higher education awards at the College funded by HEFCE are listed below:

Canterbury Christ Church University

- Diploma to teach in the Lifelong Learning Sector, comprising:
 - Preparing to teach in Lifelong Learning Sector
 - Certificate to teach in the Lifelong Learning Sector
 - Diploma to teach in the Lifelong Learning Sector.
- Professional Graduate Certificate in Education in the Lifelong Learning Sector.

The provision comprises one course with four different exit awards, with 10 full-time equivalent students. It is referred to in this report as the teacher training course.

Partnership agreements with the awarding body

7 The College has a partnership agreement with one awarding body: Canterbury Christ Church University (the University). The programmes offered by the College in this partnership are all validated by the University. The College is part of a consortium of centres delivering teaching awards validated by the University.

Recent developments in higher education at the College

8 The Deputy Principal plans to hold discussions with the partnership manager of the University about the establishment of a level 4 course in health/childcare management, which is needed in the locality. The Deputy Principal has also attended a meeting of representatives from sixth form colleges interested in developing higher education provision to establish a network of providers. The announcement of additional funding units from HEFCE has led the Principal to reiterate the decision for the College to investigate the possibility of further higher education provision.

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. A student on the course compiled a questionnaire, which was distributed to a representative sample of students, including those who teach at the College and those who work elsewhere. The student then used their responses to form the content of the written submission, structured according to the three core themes. In the preparatory meeting for the review, the coordinator met students who were either currently on the course or had recently completed it. Both the submission and the meeting were very useful sources of evidence.

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 Responsibility for the strategic management of higher education standards on behalf of the awarding body rests with the Senior Leadership Team led by the Principal. The Deputy Principal has responsibility for the strategic development of higher education and the quality assurance and enhancement procedures which support the management of higher education academic standards.

11 The College works successfully with the University to deliver its teacher training course. The collaborative arrangements are clearly set out in the formal documentation. The Deputy Principal liaises effectively with the University to execute the key responsibilities for the management of standards shared between the University and the College. This involves responsibility for overall scrutiny of the annual College self-evaluation report.

12 The Course Coordinator has operational responsibility for the teacher training course and liaises productively with the University on a broad range of matters. The Course Coordinator maintains close and effective communication within the College to ensure the successful day-to-day operation of the course. In the role of Director of Teaching, Learning and Student Support, the Course Coordinator is also a member of the Senior Leadership Team and therefore also has strategic responsibilities for the teacher training course. Course committee meetings, in which students participate, make clear reference to actions to be taken.

What account is taken of the Academic Infrastructure?

13 The College demonstrates an awareness of the Academic Infrastructure and engagement is apparent in some College documentation. For example, following a recommendation in the Developmental engagement report, the College has updated its Higher Education Strategy to include levels 5 and 6. The College also makes information about the Academic Infrastructure available in the course handbook (see paragraph 37). The College's use of the Academic Infrastructure is supported through effective collaboration with the University, in particular through staff development sessions provided by the University and through the highly productive working relationship with the University Link Tutor.

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 body?

14 The College has no dedicated higher education policies and the arrangements for the management of higher education are integrated into the structures for the College as a whole. College documentation makes clear the overall expectations of teachers, course managers and senior managers, but little reference is made to the specific requirements of higher education. Following discussion at the preparatory meeting, however, the College has been commendably prompt in including brief guidance for teacher training course tutors in a revised draft of the College's Teaching and Learning Policy.

15 Responsibilities for standards are clearly delegated within the College's Senior Leadership Team. The Deputy Principal leads the College in implementing the quality assurance procedures prescribed by the University. Although the University allows a parallel quality process, the College considers a separate process disproportionate for the current size of provision and has no separate quality assurance process with which to review and assure itself of the quality of its higher education provision.

16 The responsibility for quality review of the teacher training course is shared between the College and the University. The Course Coordinator provides the University with an annual self-assessment report, a monitoring report each term, and comments on module progression, and also forwards the students' module evaluations. The self-assessment report is subject to informal scrutiny by the Senior Leadership Team before dispatch to the Programme Coordinator at the University.

17 The College conscientiously applies the quality assurance process and the self-assessment contains an accurate description of the course, its progress and actions planned for the future. However, it does not provide sufficient evaluative evidence to enable the College to exercise fully its responsibility for oversight of the quality and standards of the course. The requirement for critical analysis is of particular importance because of the close involvement of some members of the Senior Leadership Team in the teacher training course.

18 Although the self-assessment has previously been subject only to informal scrutiny within the College, for the first time the teacher training course will be included in the College's own quality review process this year and the self-assessment will be subject to formal scrutiny within the College before being forwarded to the University. Following the University's consideration of the self-assessment, the Link Tutor meets the College Course Coordinator, feedback is provided, and any actions arising from the self-assessment are addressed. The Course Coordinator also meets the small course team to ensure that actions are addressed.

19 Overarching external examiner reports are generally positive. In particular, examiners are satisfied with the accuracy of marking and the level of standardisation within the consortium. Their formal reports are of a generic nature and lack reference to individual Colleges in the consortium. However, they are supplemented by email communication from the Link Tutor and a valuable interim report from an external examiner based on an inspection of work and meetings with staff and students at the College. Both these sources of evidence provide clear and specific information about the College. Students value the support provided and confirmed their satisfaction with the programme.

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

20 The College's professional development policy clearly describes the role of staff development and the expectations of staff. The College's Professional Development Centre provides effective support. The programme provided is responsive to the staff needs identified in an appropriate range of ways, for example new initiatives in education, reflections on practice, lesson observation, annual appraisal, and student feedback.

21 Responsibility for developing staff teaching and assessment skills, subject updating, and scholarship are shared between the College and the University. College staff engage effectively with the range of training events provided by the University to support standards. New module staff attend module training prior to commencement of the teacher training course and all tutors attend module-specific training to ensure subject currency. The Course Coordinator has participated in training to support setting and measuring standards in assessment, alignment with subject benchmarks, and matching learning outcomes to assessment. The Course Coordinator also attends coordination meetings at the University during which marking is shared and changes discussed. Good practice is shared following these events and during consortium cluster meetings. The University Link Tutor is a considerable source of support and guidance to new and existing College staff. The Link Tutor also has an important role in undertaking lesson observation and provides significant support, training and development for mentors (see paragraph 31).

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 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 for managing higher education described in paragraphs 10 to 13 are effective in supporting the College's management of the quality of learning opportunities. A key feature in the promotion of learning opportunities is the appointment of a Link Tutor by the University whose role includes sharing good practice to promote 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 way in which the College assures itself that it is fulfilling its obligations to its awarding body is described in paragraphs 15 to 18. There is a close working relationship between the College and the University to ensure that students receive appropriate learning opportunities. The College also engages formally with the University in the annual self-assessment which considers the effectiveness of learning opportunities. The Course Coordinator attends regular curriculum meetings and the Deputy Principal participates in partnership meetings that focus primarily on the agreed collaborative and quality arrangements. The College receives annual visits from the University, with the focus on quality assurance, which address issues such as resources, reports from external examiners, and the views of students. The Link Tutor performs a pivotal role in monitoring the quality of provision, liaising with the Course Coordinator and promoting parity of experience between College and University students.

What account is taken of the Academic Infrastructure?

24 The course team is aware of the Academic Infrastructure and the fact that it is integral to the development of the course. The role of the Link Tutor is also evidence of the importance that the College and the University attach to the Academic Infrastructure through the Link Tutor's continual monitoring and reviewing of the quality of provision.

25 Students have a clear understanding of what is expected of them academically by the effective use of the College handbook at the interview stage to outline what the course comprises. At the induction stage the Link Tutor outlines details of the programme specification and the academic support that students can expect to receive from the University.

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

26 The course has a well established system of peer review of teaching. The Course Coordinator undertakes annual teaching observations, which are well coordinated and promote a sensitive, supportive and professional learning environment. They also inform future staff development needs. The Link Tutor also observes each member of the course team. Feedback from the Link Tutor indicates that the quality of teaching and learning more than meets the requirements set by the University.

27 The carousel training programme of the Professional Development Centre, currently comprising 130 short intensive sessions, provides innovative and flexible training for course team members and has recently been extended to students. The external examiner carries

out an annual review to ensure that the quality of teaching and learning is being maintained and enhanced. The course team value this contribution by the external examiner and act effectively on the advice and recommendations given. The University also supports the College in promoting the quality of learning opportunities by providing 25 per cent of the teaching on the course. This gives the opportunity for staff to compare teaching and assessment, as well as to ensure currency of material and alignment with the Academic Infrastructure.

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

28 Students spoke positively about the effective and supportive relationship between themselves and the course team. The College has a robust system for assessing the suitability of candidates for the course and for emphasising the fact that teaching experience arrangements have to be organised before a candidate is accepted. When enrolled onto the course, students are inducted formally into the University by the Link Tutor, who provides them with further information on the course, the level of support they will be given, and access to the University's learning resources such as the virtual learning environment.

29 Students were eager to emphasise that tutors provide very clear explanations about how they are to be assessed and that formative and summative feedback is detailed, comprehensive and constructive, particularly where draft work is concerned prior to final submission of an assignment. The feedback is given very rapidly; in some cases within one week of submission. Students found this support beneficial and reassuring in building self-confidence. The feedback that tutors provide, both formally and informally, assists students in developing their academic skills and improving their level of achievement. The external examiner's report for 2011 drew attention to the progress made in supporting students to develop their practice through extensive, constructive feedback that was developmental in nature and encouraged further learning.

30 Students are supported by an excellent tutorial system that provides an effective learning environment. It promotes self-confidence and professional skill and provides a forum where students feel comfortable in being able to raise and discuss course-related issues. Tutorials are scheduled and recorded at regular intervals and take a variety of forms including one-to-one sessions. Students also have regular support from tutors outside the class by email. They have a clear understanding of their first point of contact should problems arise. Students appreciate this level of dialogue with staff. The College also provides a Study Centre for students requiring additional support. The Centre tests students for learning difficulties and provides advice and guidance on general writing strategies. Students with learning difficulties can also access support from the University.

31 A successful mentoring process supports and reinforces good practice and is highly valued by students. Work-based mentors appointed by employers undertake lesson observations twice a year. The observations are comprehensively documented and promote student progress. Students state that mentors are extremely supportive in providing an additional opportunity for them to discuss practice issues, reflect on progress, and receive constructive guidance. Students also value the mentor handbook the University provides, which is an excellent guide for both mentor and student. In developing this system the course has established a close working relationship with mentors. The College has recently extended this support through the appointment of a super-mentor from the course team who will be trained at the University with the aim of providing a central source of advice and guidance for mentors.

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

32 The Professional Development Centre shares good practice across the College and offers effective training opportunities for academic and support staff. Staff development activities are organised and monitored by a staff development manager who is also a member of the course team. They aim to encourage staff to take ownership of their professional development, which aligns with the College's professional development policy. Staff development opportunities cover the requirements of the course and matters arising from classroom observations, and are monitored as part of the College self-assessment process. Members of the course team are required to undertake a minimum of 30 hours of personal and professional development a year.

33 The College actively engages with the University to update the knowledge and skills of the course team. They participate in a number of different professional development activities with University staff that aim to disseminate good practice, provide feedback, and identify further staff development needs. In addition, tutors from the consortium as a whole meet at cluster meetings and share good practice and ideas.

34 The College has an established process for inducting new staff members onto the course. The Course Coordinator is the first point of contact and supports a new member of staff by informing them of course content, requirements, and expectations, and provides them with examples of schemes of work. New members of staff can also access exemplars for marking and external examiners' reports. They are required to attend training at the University before the course commences. This is supplemented by the Link Tutor who spends time with the tutor at both the University and College to ensure they are fully aware of the course requirements. New members of staff have full access to the Professional Development Centre, which is managed by a member of the course team.

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 has a clear process for updating its resources relating to its higher education provision. Students have commented favourably about the quantity and quality of the learning resources that the College provides. Students attend the College's Learning Resource Centre for a formal induction. They have access to computers before the start of each class, as well as during class time and tutorials. Resources are updated on a regular basis by the Course Coordinator in conjunction with the manager of the Learning Resource Centre. The Link Tutor reviews resources on an annual basis on behalf of the University. Following the induction by the Link Tutor, College students are then able to access the University's library and e-resources.

The team concludes that it has confidence in the College's management of its responsibilities for the quality of the learning opportunities as required by the awarding body to enable students to achieve the intended learning outcomes.

Core theme 3: Public information

What information is the College responsible for publishing about its HEFCE-funded higher education?

36 Responsibility for publishing information is shared between the College and the University. For prospective students the College makes information available in electronic form on the College website and in the Adult Prospectus. Both website and prospectus include brief introductory information including a description of the course, fees, expectations about the teaching experience requirement, and an overview of the range of assessment methods.

37 During the admissions process, potential students are provided with the College handbook which gives brief introductory information about the demands of the course and expectations of students. It also provides helpful information about academic support. The College handbook lists components of the Academic Infrastructure by title, for example the FHEQ and selected sections of the *Code of practice*. However the titles listed for some of the sections of the *Code of practice* are incorrect, as are the sub-headings listed for *Section 6: Assessment of students*. These errors are misleading and provision of the information in the form of a list is of limited value to students. Students are provided with the comprehensive University course handbook at an early stage during induction, which includes the detailed information students will require during the course.

38 The College publishes a clear and concise mission statement which it makes available on its website. The College's 'HE/Level 4, 5 and 6 strategy 2010-13' makes its plans clear. Other than the recently revised Teaching and Learning Policy (see paragraph 14), the College does not publish any further information which makes direct reference to the higher education provision. For example, 'A Student's Guide to the Teaching & Learning Policy at Bexhill College' identifies expectations of students but does not make specific reference to the expectations for higher education students. Similarly the complaints policy, which is made available to students on the virtual learning environment, does not make reference to the University process for higher education students. Students are referred to the University course handbook by the Course Coordinator and Link Tutor for policy and procedural information, for example information relating to plagiarism and extensions.

39 The University virtual learning environment is the primary site for the academic resources for each module. College staff contribute material to it through the University module tutor, who has oversight of the content of each module and responsibility for annual updating. Students are encouraged to use the virtual learning environment through the requirement to upload some assignment submissions. Students are also provided with access to a virtual library at the University through the virtual learning environment. College staff and students are supported in their use of the virtual learning environment by the Link Tutor and have access to the information technology support available electronically.

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?

40 The College and the University hold three formal meetings a year which aim to promote the accuracy of information. There are also two modular training meetings and two cluster meetings. There is a clear audit trail regarding these meetings, as minutes are taken by the University and matters arising are followed up by the Link Tutor.

41 The internal processes within the College for ensuring the accuracy of information involve the Principal, Deputy Principal, Course Coordinator, and Link Tutor. They are completed on an informal basis and no documentary evidence was available to confirm that items of public information had been signed off for publication by the College.

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

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

- How does the College demonstrate that staff development supports arrangements for student assessment and that internal quality processes ensure quality improvement?
- How do the College's assessment arrangements take account of the views of students?
- How clear is the information given to students about assessment and good practice in assessment?

43 The Developmental engagement team identified a number of areas of good practice: the Professional Development Centre provides effective support for staff development; students are supported in identifying their individual development needs; and the College has recognised the needs of students at the higher education level. There is a successful mentoring process and effective provision of continuous formative assessment and feedback to support the learning process.

44 The team also made a number of recommendations. It considered that the College's higher education strategy should refer to level 5 as well as level 4. The team also identified that the College might benefit from making explicit the expectations of the *Code of practice* in its programme documentation and from publicising the success of its teacher training programmes to a local external audience.

D Foundation Degrees

45 The College does not currently deliver any Foundation Degrees. The University has validated a Foundation Degree in Post-Compulsory Education at the College, but it did not recruit for 2011-12. The College hopes to recruit for 2012-13.

E Conclusions and summary of judgements

46 The Summative review team has identified a number of features of good practice in the College's management of its responsibilities for academic standards, and for the quality of learning opportunities of the awards the College offers on behalf of its awarding body. This was based upon discussion with staff and students and scrutiny of evidence provided by the College and its awarding body, Canterbury Christ Church University.

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

- the highly productive working relationship between the College and the University Link Tutor ensures parity of standards and learning opportunities (paragraphs 13, 22, 23, 25, 26, 28, 34 and 35)
- the learning opportunities provided by the Professional Development Centre, in particular the carousel programme, constitute a valuable service for both staff and students (paragraphs 20, 27 and 32)

- staff provide exceptionally rapid and constructive feedback to students (paragraph 29)
- the excellent tutorial system provides an effective learning environment that builds confidence and professional skill (paragraph 30)
- the successful mentoring process supports and reinforces good practice and is highly valued by students (paragraph 31).

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

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

- review the means by which it exercises effective oversight of its arrangements for managing quality and standards (paragraph 17).

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

- enhance the information provided to staff and students, by continuing to clarify and expand the policy and procedural documentation which supports the delivery of higher education (paragraphs 14 and 38)
- develop the information it provides about the Academic Infrastructure for students to ensure accuracy and improve clarity (paragraph 37)
- review its internal processes for ensuring the accuracy and completeness of its public information (paragraph 41).

51 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.

52 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.

53 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.

| Bexhill College action plan relating to the Summative review: November 2011 | | | | | | |
|--|---|--------------------|--|--|--|---|
| 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 highly productive working relationship between the College and the University Link Tutor ensures parity of standards and learning opportunities (paragraphs 13, 22, 23, 25, 26, 28, 34 and 35) | Continue to work closely with the University Link Tutor to ensure parity of standards and learning opportunities | January 2012 | Course coordinator | Good standards and learning opportunities are maintained | Deputy Principal | Student evaluation of the course indicates positive outcomes and Link Tutor recognises parity of standards and learning opportunities |
| <ul style="list-style-type: none"> the learning opportunities provided by the Professional Development Centre, in particular the carousel programme, | Offer the students carousel opportunities before their class commences throughout the modules and continue to offer all the students opportunities to attend carousels during the College day | January 2012 | Course coordinators and Professional Development Manager | Extra learning opportunities provided | Course coordinator/ higher education provider | Student representatives and student evaluation agree that extra learning opportunities have been provided by the Professional Development |

| | | | | | | |
|---|--|--------------|--|--|--------------------------------|---|
| constitute a valuable service for both staff and students (paragraphs 20, 27 and 32) | | | | | | Centre |
| <ul style="list-style-type: none"> staff provide exceptionally rapid and constructive feedback to students (paragraph 29) | Continue to provide constructive, word-processed feedback which is returned within two weeks | January 2012 | Course coordinators and teaching staff | Students have the best possible opportunity to succeed | Link Tutor, course coordinator | Student evaluation, Link Tutor, course coordinator and external examiner all indicate that feedback is constructive, word-processed and returned within two weeks |
| <ul style="list-style-type: none"> the excellent tutorial system provides an effective learning environment that builds confidence and professional skill (paragraph 30) | Continue to provide tutorials for each module and incorporate this into the scheme of work for each module | January 2012 | Module tutors | All students have adequate opportunity to access support and advice from tutors during tutorials | Course coordinators | Tutorials evident in schemes of work; tutorial records in student portfolios and student evaluations indicate support and advice given in tutorials |
| <ul style="list-style-type: none"> the successful mentoring process supports and reinforces good practice and is highly valued by students (paragraph 31) | Contact the students' mentors throughout the academic year on a termly basis to deliver any further support and guidance | July 2012 | Staff member trained as a super-mentor | Positive feedback from both students and mentors about the mentoring process | Course coordinators | Evaluations from mentors and students indicate that there is a good and valued mentoring process in place |

| Advisable | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
|--|--|----------------|------------------|--|---|--|
| The team considers that it is advisable for the College to: | | | | | | |
| <ul style="list-style-type: none"> review the means by which it exercises effective oversight of its arrangements for managing quality and standards (paragraph 17) | Establish a higher education College committee consisting of Principal, Deputy Principal, Director of Teaching & Learning, Director of Services Supporting Learning, and course coordinator to oversee standards of provision to include: standards of teaching and feedback, standards of student work, learner voice, student representation, staff training, staff qualifications, attendance at Partnership Forum meetings with higher education provider, attendance at annual review meetings with the higher education provider and consideration of external examination reports; this committee | September 2012 | Deputy Principal | Rigorous control of higher education provision resulting in high standards | Principal and Governors through quality self-assessment and the higher education partners | Higher education College committee and the higher education provider agree that the quality and standards are good |

| | will meet once per term | | | | | |
|--|---|--------------------|--|---|---|--|
| Desirable | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
| The team considers that it is desirable for the College to: | | | | | | |
| <ul style="list-style-type: none"> enhance the information provided to staff and students, by continuing to clarify and expand the policy and procedural documentation which supports the delivery of higher education (paragraphs 14 and 38) | Produce a teaching and learning policy for higher education which specifically details the expectations and requirements of both teachers and students | September 2012 | Deputy Principal/ Director of Teaching & Learning | Clear guidance for both teachers and students which will improve the delivery of content and the production of students' work | Principal and Governors through quality self-assessment and the higher education partners | Higher education College committee and student evaluations agree that there is clear guidance to teachers and students through the teaching and learning policy. |
| <ul style="list-style-type: none"> develop the information it provides about the Academic Infrastructure for students to ensure accuracy and improve clarity (paragraph 37) | Refer to the <i>Code of practice</i> in the Bexhill College handbook during induction to the course and embed it within the course modules through the scheme of work | September 2012 | Course coordinator | Staff and students fully conversant with the <i>Code of practice</i> | College Committee for Higher Education | Higher education College committee and student evaluations agree that the <i>Code of practice</i> is embedded in the course through the scheme of work |
| <ul style="list-style-type: none"> review its internal processes for ensuring the accuracy and completeness of | Higher education College committee to oversee all public information once a year with Marketing | September 2012 | Deputy Principal/ Director of Teaching & Learning | All public information is complete and accurate | Principal and Governors through quality self-assessment and the higher | Comprehensive review by the Higher education College committee and student |

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| its public information (paragraph 41) | Manager to ensure accuracy and completeness of public information | | | | education partners | evaluation indicates that the public information is accurate and complete |
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