



# **Integrated quality and enhancement review**

**Summative review**

**Ealing, Hammersmith & West London College**

**February 2012**

**SR 042/12**

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ISBN 978 1 84979 553 1

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Registered charity numbers 1062746 and SC037786

## **Preface**

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

## **Purpose of IQER**

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

## **The IQER process**

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

## **Developmental engagement**

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

The main elements of a Developmental engagement are:

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

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

## Summative review

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

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

## Evidence

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

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

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

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

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

## Outcomes of IQER

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

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

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

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

## Executive summary

### The Summative review of Ealing, Hammersmith & West London College carried out in February 2012

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

#### Good practice

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

- the allocation of a Governor to link specifically with higher education which ensures that higher education issues receive adequate attention
- the thorough and committed approach the College takes to the planning, operation and evaluation of staff development, and thus the enhancement of the provision
- the models of sharing staff between the awarding bodies and the College, which enhance the learning opportunities for students
- the Apprentice Induction Project as an innovative way to induct students to the programmes
- the use of factsheets of programme information which provide current and prospective students with accurate and timely information.

#### 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:

- clarify for students the timing of assessment feedback and the policy for dealing with late submission of student work.

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

- review the focus of the Higher Education Coordinating Group (HECG) and the Higher Education Strategy Group (HESG) to avoid duplication of remit
- review how it can reinforce its strategic dialogue with its awarding bodies and include discussion of significant programme issues
- clarify the interpretation and implementation of the plagiarism policy to ensure consistency for all students.

## 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 Ealing, Hammersmith & West London 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 Staffordshire University Regional Federation. The review was carried out by Ms Michelle Callanan, Mrs Jane Durant, Professor Danny Morton (reviewers), and Mr Martin Hill (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 bodies, meetings with staff, students, employers and partner institutions, and reports of reviews by QAA and from inspections by Ofsted. In particular, the team drew on the findings and recommendations of the Developmental engagement in assessment. A summary of findings from this Developmental engagement is provided in Section C of this report. The review also considered the College's use of the Academic Infrastructure, developed by QAA on behalf of higher education providers, with reference to the *Code of practice*, subject and award benchmark statements, the FHEQ, and programme specifications.

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

4 Ealing, Hammersmith & West London College is the largest general further education college in London. It was formed in 2002 following a merger of the former Hammersmith and West London College with Ealing Tertiary College. The College serves a population of 1.4 million people and operates on four campuses located in Acton, Ealing, Hammersmith and Southall. The College vision is that by 2012 it will be a strong, independent college characterised by a clarity of purpose to be outstanding in everything it does, and become renowned for the creative and innovative way through which it delivers learning. The College provides higher education to ensure that there are progression routes for internal students at level 3 as well as opportunities for those in the local community. Through its Learner First strategy, the College aims to meet learners' needs as well as to meet the higher level skills gap evident in London. There are more than 20,000 students studying on a range of programmes from entry level to level 7. Of these, 184 full-time and 66 part-time students are on HEFCE-funded higher education programmes, equivalent to 143 full-time equivalent (FTE) students. They are taught by 20 full-time, seven part-time and three visiting teacher staff, equating to approximately 25 full-time staff. The College's higher education provision in February 2012 consists of the following.

### **London South Bank University**

- HNC Housing Studies (part-time) (29 students) (14 FTEs)
- FD Information Technology (full-time) (29 students) (21 FTEs)

### **Middlesex University**

- FD Hospitality Management (full-time) (26 students) (14 FTEs)

### **St Mary's University College**

- FD Social Care (full-time) (33 students) (33 FTEs)

### **University of Westminster**

- FD Business Management (full-time) (59 students) (37 FTEs)
- FD Travel and Tourism (full-time) (37 students) (24 FTEs)
- Certificate in Education/Professional Graduate Certificate in Education (part-time) (37 students) (18.50 franchised FTEs)

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

5 There is a longstanding partnership arrangement with the University of Westminster, and more recent agreements with Middlesex University and St Mary's University College. Since 2008-09, three Foundation Degrees have been available: Information Technology, Travel and Tourism, and Business Management. Since September 2010, Foundation Degrees in Social Care and Hospitality Management have also been offered. The new Foundation Degrees have been developed as key local priority areas as well as being in areas of curriculum strength and expertise. The other higher education provision is a Higher National Certificate (HNC) in Housing Studies offered in partnership with London South Bank University, and a Certificate in Education/Post Professional Certificate in Education offered as a franchise with the University of Westminster. All the Foundation Degrees have articulation routes to the final year of degree programmes at the partner universities.

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

6 The College has recently increased its higher education provision significantly by the allocation of additional student numbers. In line with the government agenda and the College's Higher Education Strategy, the provision has changed from offering primarily HND and HNC programmes to Foundation Degrees. The provision is delivered alongside further education in five departments within the College. The majority of programmes are offered at the Hammersmith Campus, but education programmes are delivered at the Acton Campus. The College also has a number of international students undertaking an MBA in Hospitality Management validated by the University of Wales. These are not HEFCE-funded students, and the programme is not included within this Summative review.

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

7 The students from the higher education provision at the College were invited to present a submission to the team. The views of students were collected through a higher education student representatives group of 14 students. The group were given access to the student written submissions from the two previous Developmental engagements, the findings of programme and module evaluations, and the 2011 National Student Survey. They also collected views from their respective student groups. The higher education student coordinator, a second-year student, assembled the views into the written submission. The team found this a very valuable source of information. The team was able to pursue some of the issues included in the submission in meetings with two representative samples of students.



## **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?**

8 The structure for the management of the quality of academic standards is clearly articulated in accordance with the memoranda of agreement and validation documents of the respective awarding bodies. Although the College is restructuring some aspects of its management of quality and marketing, the team is confident that staff know and fulfil their responsibilities effectively.

9 The Principal manages the Assistant Principal Curriculum and the newly appointed Director of Quality and Performance. The Assistant Principal Curriculum has specific management responsibility for standards within higher education, and manages the Higher Education Development and Access Manager as well as heads of departments. Heads of departments are responsible for managing programme managers, who in turn manage individual course directors. The team recognises the commitment of the Higher Education Development and Access Manager post, which contributes significantly to the successful management of the higher education provision. The postholder is responsible for disseminating information relating to higher education; reviewing and monitoring standards through attendance at department review boards; liaising with awarding bodies on operational issues; and chairing the Higher Education Coordinating Group.

10 The Higher Education Coordinating Group (HECG) has a wide and important remit including agreeing the strategy to promote higher education, monitoring standards for assessment, supporting and improving teaching and learning, identifying staff development needs, and budget allocation. Through student membership, it provides students with an effective opportunity to engage with the College. The work of the HECG is reported to the recently formed Higher Education Strategy Group (HESG), comprising senior managers of the College, including the Principal. By reporting to the Quality and Performance Monitoring Committee (QPMC) of the Board of Governors, the HESG ensures the monitoring of standards throughout the College management structure. The team reviewed the agendas and minutes of the two groups and noted the potential for duplication of purpose. The team considers it desirable that the College reviews the focus of the HECG and the HESG to avoid duplication of remit.

11 In addition to the important role of the QPMC, the Board of Governors allocates one Governor who has specific responsibility for higher education. Through this role, the Governor can attend departmental staff meetings, visit the College and talk informally with students and staff about their experiences and opinions. Findings from this work are shared with College managers. The team considers the allocation of a Governor to link specifically with higher education ensures that higher education issues receive adequate attention and is good practice.

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

12 Account of the Academic Infrastructure is embedded within the programmes through the definitive validation documents and the requirement to comply with awarding bodies' regulations. Explicit use is made of subject benchmark statements, the FHEQ, and

programme and module specifications. The team agrees with the finding of the Developmental engagement in assessment which identified good use of the Academic Infrastructure in programme design, validation, assessment, review, and annual monitoring.

13 The College is conscientious in ensuring that staff are conversant with the Academic Infrastructure. A continuous programme of staff development is delivered by staff from the College, awarding bodies, and a local consortium of colleges. A specific programme for new staff is planned for June 2012. The College closely monitors the effectiveness of training and encourages staff to reflect on the impact on their practice. Staff from across the College participated in staff development on formative assessment with reference to the *Code of practice, Section 6: Assessment of students*. Staff delivering the Certificate of Education and Professional Graduate Certificate of Education have successfully completed a review of their assessment methods. Course directors confirmed that strong emphasis is placed on personal development planning for students studying on all the Foundation Degrees.

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

14 The programmes are validated by the awarding bodies and are subject to institutional agreements for the internal quality assurance. Each validated award has a set of definitive documents and validation reports which are held by the Assistant Principal Curriculum. Representatives from the awarding bodies expressed their confidence in the management of their awards.

15 The College has an extensive system of programme monitoring and review which is closely overseen by the Assistant Principal Curriculum. In accordance with institutional agreements, all programme teams produce a detailed annual monitoring report for submission to the universities. These reports take account of a range of aspects of programmes including student feedback, external examiners' reports and student data. They contain action plans for identified recommended actions. College managers regularly monitor these reports and action plans against the online course reviews, which programme teams complete three times a year. Heads of department write an annual self-assessment report for their department which includes evidence about the quality of the higher education programmes. These self-assessment reports form the basis of the College self-assessment report and quality improvement plan.

16 Department review boards, held three times per year, have recently been introduced as a formal mechanism to review standards across further and higher education. The agenda for these boards includes student and staff feedback, priorities for the development of teaching and learning, curriculum planning, external examiners' reports, student outcomes, key performance data, and course reviews. The team concludes that the review processes are comprehensive and rigorous and support the maintenance and enhancement of standards.

17 College staff recognise the importance of external examiners' reports and they are extensively used in the quality assurance processes. External examiners' reports are received by the Director of Quality and Performance who reads them and determines any necessary action plans. The College has fully responded to the recommendation of the Developmental engagement in assessment to create a protocol for tracking and responding to external examiners' comments. The QPMC effectively monitors the external examiner improvement action plans for each programme area. These feed into the College's Quality Improvement Plan. The College has also been proactive in addressing a recommendation,

from the second Developmental engagement, to work with awarding bodies to increase the amount of feedback from examiners relating to employer engagement. The University of Middlesex has consequently amended its external examiner report template to achieve this.

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

18 College staff have access to a wide range of development and training programmes through the awarding bodies, the College, external events, and conferences. The College takes a proactive approach to encouraging professional updating and scholarship. Examples of this include an annual five-day development programme on higher education, development sessions on the Academic Infrastructure, academic research and knowledge exchange, and a planned session on academic writing. The Head of Department Professional Development and Teacher Education has dual management responsibilities which reinforce the provision of staff development activities in higher education.

19 The College's Higher Education Strategy demonstrates a commitment to providing continuous professional development for staff to ensure high quality provision. An effective system identifies individual and team development needs. Individual staff development needs are formally recognised during the annual appraisal process. Members of the HECG monitor completion of staff development plans, and prioritise the needs of staff new to teaching in higher education.

20 A comprehensive programme of cross-college events to support staff in teaching and learning is in place. For example, Teaching and Learning Fayres are held at all four campuses, and there are workshops where teaching teams can present the findings from their own active research. The College is very committed to the sharing of good practice among the teaching teams. The Staff Handbook: Guidelines on Effective Assessment Practice provides an effective way to share good practice, as recommended by the Developmental engagement in assessment. Valuable sessions on the use of interactive technology within teaching and learning strategies have been used within the delivery of both the Foundation Degrees in Travel and Tourism and in Hospitality Management. The team considers the thorough and committed approach the College takes to the planning, operation and evaluation of staff development, and thus the enhancement of the provision, to be good practice.

**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?**

21 The responsibilities for managing the quality of teaching and learning are described in paragraphs 8 to 11.

22 The college Teaching and Learning Framework clearly states the requirements for the delivery, assessment and management of all programmes. External examiners' reports are consistently positive, and have noted areas of good practice. For example, in the

Foundation Degree Travel and Tourism, there is effective use of live case studies. The external examiner for the Certificate in Education and Professional Graduate Certificate in Education programme commented that the internal moderation process has been developed over the duration of the programme and is now an area of considerable good practice.

### **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 Details of the how the College fulfils the requirements of the awarding bodies are in paragraphs 14 to 17.

24 Communication, between the College and its awarding bodies, is particularly strong at programme level. On the Foundation Degree Travel and Tourism, the College team value the input from the university's Link Tutor at their student induction, which included a training session on the university's virtual learning environment. Other collaborative arrangements assure the quality of liaison. For example, during the previous year, the College teaching team on the Foundation Degree Social Care included a visiting lecturer from St Mary's University College. The Link Tutor for the HNC Housing programme is employed by both the College and the awarding body on a 50 per cent contract in each institution. The team concludes that these models of sharing staff between the awarding bodies and the College enhance the learning opportunities for students and are good practice.

25 The Higher Education Development and Access Manager maintains constructive working relationships with the awarding bodies to facilitate the exchange of key information, and the smooth running of validation and revalidation events. Communication between the Assistant Principal Curriculum and the awarding bodies currently tends to be responsive and focused on issues such as programme fees. Comments from staff and students working on the programmes for Social Care and Information Technology raised concerns with the team about the lack of access to the awarding bodies' virtual learning environments. The College's strategy is to develop its higher education provision, and its Learner First ambitions. The team considers it desirable that the College reviews how it can reinforce its strategic dialogue with its awarding bodies and include discussion of significant programme issues.

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

26 Details of the how the College takes account of the Academic Infrastructure are in paragraphs 12 to 13.

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

27 The College has successfully embedded classroom observations into its annual quality cycle. Students commented favourably about the quality of teaching, and all staff on higher education programmes achieved satisfactory or outstanding grades in 2010-11. An updated observation system for further sharing of good practice in teaching has recently been introduced. The Learner First observation system is clear and comprehensive, with outcomes for professional development. It uses peer observations and Learning Walks, which are informal, as well as ungraded and voluntary teaching observations. Staff are enthusiastic about the new system but it is too early to conclude on its impact.

28 Responsibility for the induction of staff new to teaching higher education rests primarily with programme managers and course directors. New members of staff confirmed to the team that this system works well. However the College is conscious that it may lead to a difference in standards of support and induction. The College is implementing a formalised buddy system to align new and existing staff to ensure effective induction of staff.

29 There is a standard requirement for the return of assessed student work within three weeks. However, there is variability in the timing of feedback across programmes. The team noted that there are various interpretations of the three-week period by staff and by students in documents. The good practice of identifying dates for assessment feedback within some schemes of work could be standardised across all the provision. There is also uncertainty about the College's late submissions policy, ranging from informal systems to more formal dealings with the awarding bodies. The team were informed that the College does not operate an extension system, although on the HNC Housing one module offered extensions of up to two weeks. The team considers it advisable for the College to clarify the timing of assessment feedback to students and the policy for dealing with late submission of student work.

30 The College's new plagiarism policy requires students to submit assessed work through the Turnitin software system. Although the use of Turnitin had not been consistently used by teams in 2010-11, the process has now been explicitly covered within student induction programmes. Teaching teams and students confirmed that this has enhanced the quality of referencing within students' work. Staff from the University of Westminster confirmed that the quality of referencing had traditionally been an issue raised in annual monitoring reviews. With the new plagiarism system, this was no longer the case. However, the team noted that there is variation in the interpretation and subsequent action by the College and the awarding bodies once plagiarism is detected. The team considers it desirable for the College to clarify the interpretation and implementation of the plagiarism policy to ensure consistency for all students.

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

31 The College offers a comprehensive range of support for students, including additional learning support for students with disabilities. Tutorials and assignment workshops provide effective support for students on assessment. Tutorials embed individual learning plans, careers advice and guidance, and students are allocated a personal tutor. The supportive environment has been noted by students, external examiners and employers. Programmes offer useful modules that focus on developing academic and professional skills; on the Foundation Degree Travel and Tourism there is a study skills unit, and on the Foundation Degrees in Social Care, Hospitality and Business Management there are modules on managing professional development and academic literacy.

32 The College has a range of effective mechanisms for obtaining student feedback, including focus groups, module and programme evaluations, elected and trained student representatives, who attend various programme meetings, and through the National Student Survey. A clear system for responding to such feedback is in place. For example, the Learner Voice: Improvement Plan and the 'You Said/We Did' poster provides clear action taken by the College in response to student comments. Students confirmed that that this system works effectively.

33 The Developmental engagement in assessment recommended the enhancement of employer engagement across the whole provision. It was clear to the team that teaching teams have worked on developing these links. For example, links have been built with employers such as the Ministry of Defence, Walt Disney and Jury's Inn, some of whom deliver sessions on employability skills. Employers and students have all commented

favourably about the improved level of employer engagement. Following the appointment of a new Head of Marketing, the College is reviewing its marketing policies. A member of the marketing team with specific responsibility for employer engagement has been appointed. The team welcomed this development as part of the strategy to enhance employer engagement in higher education.

34 The Apprentice Induction Project is an innovative way to induct students to their programmes. During a 10-day programme, students work in teams to develop a range of academic, research, team-building and presentation skills in their quest to present a new product idea to a panel, which includes employers. This project runs successfully across five of the Foundation Degrees. The employers involved in the project indicated that they would like the programme to be shared with other colleges. The team considers the Apprentice Induction Project to be good practice.

35 The careers team organises a range of events and talks throughout the year, such as an Employment Fair. Careers staff maintain regular contact with programme teams through insight days and attendance at the HECG meetings. Students commented favourably on the advice on careers and employability offered by the College.

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

36 Details of the arrangements for staff development are in paragraphs 18 to 20.

### **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?**

37 The College has a clear system in place for updating its learning resources. Departmental budgets include allocations for higher education. Students expressed satisfaction with library facilities and the two dedicated higher education rooms in the Learning Centre at the College. In the 2011 National Student Survey, the satisfaction level with library resources at the College was below the national average. To enhance its provision the College is introducing a new e-books loan scheme, which students have welcomed.

38 Students have access to the College's virtual learning environment and expressed satisfaction with this resource, especially with the interactive programme sites. Higher education students on the University of Westminster and London South Bank University programmes are also given access to the university-hosted virtual learning environments. Students on the Certificate in Education and Professional Graduate Certificate in Education programme reported that this was a valuable resource. Students on St Mary's University College and Middlesex University programmes do not have access to their respective universities' virtual learning environments and some felt they were disadvantaged by this arrangement. The team concluded that this should be reviewed with the recommendation in paragraph 25.

**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?**

39 The College is responsible for producing general information relating to study at the College, including a study guide and the College handbook. Information relating to specific higher education programme provision has been developed in accordance with the partnership agreements between the College and the awarding bodies. All higher education module handbooks and the staff handbook have taken account of the relevant Chapters of the UK Quality Code for Higher Education (the Quality Code).

40 The College is responsible for the content of its website, which includes an area dedicated to higher education providing information about programmes, student finance, Foundation Degrees, qualification levels, and plagiarism. The website gives access to factsheets relating to individual programmes, which contain information about the programme content, entrance requirements and progression. As a result of the recommendations in the Development engagement, they also contain information about employment and career opportunities. They use a common template, offering a flexible method of providing accurate and timely information, which can be updated easily to reflect the introduction of new programmes. The team concludes that the use of factsheets of programme information, which provide current and prospective students with accurate and timely information, is good practice.

41 After enrolment, students receive a range of documents which include programme specifications, programme handbooks, module handbooks, schemes of work, and access to learning material and assessments. The College has its own virtual learning environment, with a dedicated student portal. Prospective students and employers can obtain hard copies of programme documents from the Course Information Centre. The team felt that there was effective access to clear and concise information about all aspects of the higher education provision.

42 For programmes validated by Middlesex University, the University of Westminster and St Mary's University College, the College is responsible for producing programme handbooks, module guides and other specific programme documentation using templates and guidance provided by those universities. For programmes validated by London South Bank University these documents are developed by the university. They carry the College logo and contain specific information about studying at the College, which is jointly developed between the College and the University.

### **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?**

43 The accuracy and completeness of the information contained in promotional material is checked and approved by curriculum teams before the Marketing Department verifies that it meets College requirements. Awarding bodies undertake a further check of the materials to confirm their accuracy prior to publication. The Assistant Principal Curriculum has the final responsibility for checking and signing off all higher education publicity material, using a clearly written protocol. Students confirmed that the information about their programmes both before and after enrolment was accurate, reliable and informative. The team concludes that the College has reliable and robust systems to ensure the reliability and accuracy of all public information.

44 The College self-evaluation recognised that information given to students on employer involvement within their programme varies, with some programmes communicating more effectively than others. Discussions are taking place with the new Head of Marketing to developing a standard protocol for communicating with employers, in order to ensure a more consistent approach.

**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 engagements**

### **Developmental engagement in assessment**

45 The College has undergone two Developmental engagements. The first Developmental engagement in assessment took place in December 2009. The lines of enquiry for the Developmental engagement agreed with the College in advance of the team's visit are set out below. The lines of enquiry reflect a broad range of assessment issues. The Developmental engagement reported on all higher education programmes delivered by the College from partnerships with the four awarding bodies.

**Line of enquiry 1:** Are the assessment requirements and feedback on assessed work well understood by students and staff, and do they support the achievement of intended learning outcomes?

**Line of enquiry 2:** How does the College ensure the accuracy and completeness of the published information on assessment for which it is responsible? How is it communicated effectively to the relevant stakeholders?

**Line of enquiry 3:** How is the feedback from external verifier/external examiner reports used to improve assessment opportunities, practice and information to enhance teaching and learning?

46 During the course of this Development engagement, the team identified several areas of good practice: the comprehensive documentation in the Business Division; the development of assessment tasks on education programmes; the effective guidance on the development of assignments through tutorials and assignment workshops; the effective use of information and learning technology on business, computing and education programmes; clear mechanisms for checking the accuracy and completeness of assessment information; and the factsheets that offer a flexible method for providing accurate and timely information.

47 The Development engagement team concluded it was advisable for the College to devise and implement procedures for informing students about referencing and plagiarism, collect generic assessment information from external examiners' reports, and clarify the arrangements for the provision of feedback to students. The team concluded it was desirable for the College to enhance employer engagement across the whole provision.

48 The team noted that good progress has been made with all of the recommendations and the good practices have been upheld.



## Developmental engagement in employer involvement

49 The second Developmental engagement took place in October 2010 and focused on employer involvement in curriculum design and assessment. The lines of enquiry were as follows.

**Line of enquiry 1:** How does the College involve employers in activities that support curriculum design and the enhancement of teaching and learning?

**Line of enquiry 2:** How do employers contribute to opportunities for students to undertake work-based projects?

**Line of enquiry 3:** How does the College communicate to the relevant stakeholders information about employer involvement in higher education programmes? Is this evident in public information?

50 During the course of this Developmental engagement, the team identified the following areas of good practice: effective employer engagement in programme design; the mock interviews conducted by professional practitioners on the Business programmes; the professional experience of teaching staff, especially on part-time programmes; the provision of learning activities supported by employer engagement; the development of work-related skills through the Apprentice Induction Project; the factsheets that provide information on employer involvement in curriculum content, student progression and career opportunities; and the schedule of employer-related learning activities.

51 The Developmental engagement team considered it desirable for the College to: work with awarding bodies to encourage external examiners to report more explicitly on the effectiveness of employer engagement; seek further enhancement of employer engagement; seek greater involvement in work-based modules; encourage greater analysis and problem solving activity within all work-based assignments; encourage employer engagement in the assessment of student work; ensure a consistent approach to communication with employers on their role in work-based learning and on the expectations of students; and encourage more employers to support student achievement through prizes and awards.

52 Many of the actions specific to employer engagement are continuing to be developed by the College and are noted in the outcomes reported within this Summative review.

## D Foundation Degrees

53 Five of the seven higher education programmes offered by the College are Foundation Degrees. The College has 292 students (122 FTEs) studying on Foundation Degrees. The programmes, awarding bodies and enrolments for 2011-12 are as follows.

### London South Bank University

- FD Information Technology (full-time) (29 students) (21 FTEs)

### Middlesex University

- FD Hospitality Management (full-time) (26 students) (14 FTEs)

### St Mary's University College

- FD Social Care (full-time) (33 students) (33 FTEs)

### University of Westminster

- FD Business Management (full-time) (59 students) (37 FTEs)
- FD Travel and Tourism (full-time) (37 students) (24 FTEs)

54 The College's Higher Education Strategy submitted to HEFCE makes reference to strong embedded links with employers and the delivery of vocational higher education in key priority areas. Foundation Degrees feature strongly within the strategy and the current provision incorporates two new programmes which have been validated within the period of the strategy document. All Foundation Degrees have articulation routes to final year degrees at the respective partner university.

55 The team's findings and conclusions relate to all the College's higher education provision, including the Foundation Degrees that it offers on behalf of its awarding bodies.

## E Conclusions and summary of judgements

56 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 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, Middlesex University, St Mary's University College, and the University of Westminster.

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

- the allocation of a Governor to link specifically with higher education which ensures that higher education issues receive adequate attention (paragraph 11)
- the thorough and committed approach the College takes to the planning, operation and evaluation of staff development, and thus the enhancement of the provision (paragraph 20)
- the models of sharing staff between the awarding bodies and the College which enhance the learning opportunities for students (paragraph 24)
- the Apprentice Induction Project as an innovative way to induct students to their programmes (paragraph 34)
- the use of factsheets of programme information which provide current and prospective students with accurate and timely information (paragraph 40).

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

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

- clarify for students the timing of assessment feedback and the policy for dealing with late submission of student work (paragraph 29).

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

- review the focus of the Higher Education Coordinating Group (HECG) and the Higher Education Strategy Group (HESG) to avoid duplication of remit (paragraph 10)
- review how it can reinforce its strategic dialogue with its awarding bodies and include discussion of significant programme issues (paragraph 25)
- clarify the interpretation and implementation of the plagiarism policy to ensure consistency for all students (paragraph 30).

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

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

63 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.

Ealing, Hammersmith & West London College action plan relating to the Summative review: February 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 <b>good practice</b> that are worthy of wider dissemination within the College:						
<ul style="list-style-type: none"> <li>the allocation of a Governor to link specifically with higher education which ensures that higher education issues receive adequate attention (paragraph 11)</li> </ul>	Continue agreed good practice and invite the Higher Education Governor to higher education meetings and events	Ongoing	Assistant Principal Curriculum/ Higher Education Development and Access Manager	Increased awareness among governors of higher education and the good practice associated with the provision at the College	Senior Management Team, Governors' Quality and Monitoring Committee, College Curriculum Quality & Standards Committee	<p>Evidence via minutes of meetings</p> <p>Higher education features prominently in the College's Strategic Plan and Curriculum Strategy</p>
<ul style="list-style-type: none"> <li>the thorough and committed approach the College takes to the planning, operation and evaluation of staff development, and thus the enhancement of the provision (paragraph 20)</li> </ul>	Continue agreed good practice of planning, engaging and evaluating higher education staff development activities, as well as encourage greater involvement of staff in scholarly activity  Programme teams to	<p>Ongoing</p> <p>September 2012</p> <p>During 2012-13 academic year</p>	<p>Higher Education Development and Access Manager working with Head of Professional Development and Teacher Training and programme teams</p> <p>Higher Education</p>	Participation of higher education staff in staff development workshops and scholarly activity events, increased higher education staff leading workshops during College 'Teaching and Learning	<p>Assistant Principal Curriculum and Director of Quality and Performance; Higher Education Coordinating Group</p> <p>Assistant Principal Curriculum and Director of Quality and Performance;</p>	<p>Staff evaluation forms during staff development days and 'Teaching and Learning Week'</p> <p>Staff evaluation forms; higher number of grade 1 and 2 of lesson observations among higher</p>

	<p>discuss their needs and feedback ideas to Higher Education Development and Access Manager</p> <p>Consider the introduction of policy of time remission for specific research projects and engagement of higher education staff with scholarly activity</p>		<p>Development and Access Manager working with Head of Professional Development and Teacher Training and programme teams</p> <p>Assistant Principal Curriculum</p>	<p>Week'</p> <p>Staff development strategy aimed specifically at higher education; calendar of higher education staff development events for 2012-13</p> <p>Publication and dissemination of action research projects and scholarly activity presentations and papers</p>	<p>Higher Education Coordinating Group</p> <p>Senior management team, Curriculum Heads of Department</p>	<p>education staff compared to the College average</p> <p>Staff feedback during appraisals</p>
<ul style="list-style-type: none"> <li>the models of sharing staff between the awarding bodies and the College which enhance the learning opportunities for students (paragraph 24)</li> </ul>	<p>Continue agreed good practice and further enhance by arranging cross-marking meetings with Link Tutors and other staff from parent higher education institutions as well as invite Link Tutor and other academic staff from partner higher education institutions to deliver lecturers and/or other student-</p>	<p>During 2012-13 academic year</p>	<p>Programme teams overseen by Heads of department and Higher Education Development and Access Manager</p>	<p>Increased sharing of staff opportunities between the awarding bodies and the College</p>	<p>Assistant Principal Curriculum</p>	<p>Evaluation at Programme Exam Boards and Departmental Board Reviews</p>

	focused academic workshops					
<ul style="list-style-type: none"> <li>the Apprentice Induction Project as an innovative way to induct students to their programmes (paragraph 34)</li> </ul>	Continue agreed good practice and encourage more employers to support students and take part in the final panel presentations	Ongoing	Programme teams; Heads of Department in liaison with Head of Learner Services	Recognisable and consistently high quality induction programme	Assistant Principal Curriculum	Student feedback in College Induction Survey and National Student Survey
<ul style="list-style-type: none"> <li>the use of factsheets of programme information which provide current and prospective students with accurate and timely information (paragraph 40)</li> </ul>	<p>Continue agreed good practice and adhere to the agreed protocol for signing off publicity materials</p> <p>Continue to regularly review and update information shown on the factsheets to ensure accuracy and currency</p> <p>Review current template and include sections on: learning and teaching, and employment opportunities and career paths to meet the requirements of recently published HEFCE guidelines included in the Key Information Set document</p>	<p>Ongoing</p> <p>Ongoing</p> <p>End of April 2012</p>	<p>Head of Marketing working with Higher Education Development and Access Manager</p> <p>Head of Marketing working with Higher Education Development and Access Manager/Heads of Department and programme teams</p> <p>Head of Marketing working with Higher Education Development and Access Manager and programme teams</p>	<p>All information on published materials and on the web is accurate and complete</p> <p>Information on published materials and on the web is accurate and complete</p> <p>Factsheets for 2012-13 to conform to the new Key Information Set guidelines</p>	<p>Assistant Principal Curriculum/Senior Management Team</p> <p>Senior Management Team/ Assistant Principal Curriculum/ Heads of Department; Higher Education Development and Access Manager</p> <p>Assistant Principal Curriculum</p>	<p>Student feedback during enrolment, interviewing and induction</p> <p>Student feedback during enrolment, interviewing and induction</p> <p>Action completed by April 2012</p>

Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is <b>advisable</b> for the College to:						
<ul style="list-style-type: none"> <li>clarify for students the timing of assessment feedback and the policy for dealing with late submission of student work (paragraph 29)</li> </ul>	<p>Agree and publish protocol for the submission of student work; standardise section on assessment in Student Handbooks across all higher education programmes to clearly show the timing of assessment feedback and the policy for dealing with late submission of student work</p> <p>Update staff on agreed practice; monitor implementation via Head of Performance and Standards</p>	<p>September 2012</p> <p>September 2012</p>	<p>Director of Quality and Performance working with Higher Education Development and Access Manager</p> <p>Head of Professional Development working with Higher Education Development and Access Manager</p>	<p>Improved consistency across all programmes to ensure a common and fair experience in assessment policy</p> <p>Improved consistency across all programmes to ensure a common and fair experience in assessment policy</p>	<p>Assistant Principal Curriculum</p> <p>Assistant Principal Curriculum</p>	<p>Student Handbooks; student feedback</p> <p>Student and staff feedback</p>
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is <b>desirable</b> for the College to:						
<ul style="list-style-type: none"> <li>review the focus of the Higher Education</li> </ul>	Review terms of reference	September 2012	Assistant Principal	Improved effectiveness and strategic decision	Principal	Performance against agreed targets

<p>Coordinating Group (HECG) and the Higher Education Strategy Group (HESG) to avoid duplication of remit (paragraph 10)</p>				<p>making</p>		
<ul style="list-style-type: none"> <li>review how it can reinforce its strategic dialogue with its awarding bodies and include discussion of significant programme issues (paragraph 25)</li> </ul>	<p>Arrange strategic meetings with partner higher education institutions at senior management level to review the effectiveness of the partnership for further adaption and to discuss and address any issues relating to specific programme issues</p>	<p>By December 2012</p>	<p>Assistant Principal Curriculum</p>	<p>Improved curriculum planning and delivery</p>	<p>Principal</p>	<p>Higher Education Steering and Higher Education Coordinating Groups</p>
<ul style="list-style-type: none"> <li>clarify the interpretation and implementation of the plagiarism policy to ensure consistency for all students (paragraph 30).</li> </ul>	<p>Schedule a higher education staff workshop to discuss and explain the college plagiarism policy to ensure clarity in its interpretation and implementation across all Higher Education staff</p>	<p>By September 2012</p>	<p>Head of Performance and Standards working with Higher Education Development and Access Manager and Head of Professional Development and Teacher Training</p>	<p>Improved understanding by all higher education staff across the provision</p>	<p>Assistant Principal Curriculum and Director of Quality and Performance</p>	<p>Student and staff feedback</p>



	Ensure that all students are presented with the Plagiarism Policy at the start of the new academic year during induction and they are clear about its content					
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**RG 906 05/12**

**The Quality Assurance Agency for Higher Education**

Southgate House  
Southgate Street  
Gloucester  
GL1 1UB

Tel 01452 557000  
Fax 01452 557070  
Email [comms@qaa.ac.uk](mailto:comms@qaa.ac.uk)  
Web [www.qaa.ac.uk](http://www.qaa.ac.uk)