



Integrated quality and enhancement review

Summative review

Otley College

May 2012

SR 074/12

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ISBN 978 1 84979 668 2

All QAA's publications are available on our website www.qaa.ac.uk

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 bodies 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 Otley College carried out in May 2012

As a result of its investigations, the Summative review team (the team) considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreement, for the standards of the awards it offers on behalf of its awarding bodies. 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 rigorous annual monitoring and review process is well embedded and is a major contributor to the enhancement of the provision
- the opportunities for students to engage in real-life projects which simulate live practice provide vocationally relevant learning experiences
- the highly effective student induction process prepares students for their studies
- the effective academic and pastoral support encourages self-reflection, improves students' skills and enhances progression through their programme of study
- the introduction of a module on the delivery of higher education in further education to enhance staff's understanding and performance in providing appropriate standards of teaching and learning
- the annual review and celebration day integrates the College staff, students and University Campus Suffolk partnership staff in activities that encourage working together, sharing good practice in teaching and learning, and provides opportunities for group feedback on areas for improvement
- the system to classify the content of programme modules in the virtual learning environment stimulates user interaction.

Recommendations

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

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

- review its strategies for the management of the workshop sessions to provide students with a consistent learning experience
- review its strategies for supporting students to find suitable work placements.

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 Otley College (the College). The purpose of the review is to provide public information about how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes which the College delivers on behalf of the University of East Anglia and the University of Essex. The review was carried out by Dr Gillian Blunden, Dr Philip Davies (reviewers) and Mr Robert Hodgkinson (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, the awarding bodies and University Campus Suffolk, meetings with staff and students, 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 Otley College is a specialist land-based college seven miles north of Ipswich. Most of its students are from Suffolk, although its catchment area also includes South Norfolk and North Essex. The College has extended its provision beyond its land-based specialism to include construction, sports studies and motor vehicle engineering. It is situated on a 30-acre site belonging to a charitable trust. It has a number of specialist units including new construction and equine facilities. There are 1,031 full-time further education learners, of whom 82 per cent are aged 16 to 18. The vast majority of the College's 3,500 part-time learners are adults. The higher education courses are offered in conjunction with University Campus Suffolk and jointly validated by the University of East Anglia and the University of Essex. Within the two primary cognate programme areas of land and countryside and higher education and training there are 137 students, of whom 86 are full-time and 51 part-time, being approximately 114 full-time equivalents. Twenty-five staff teach the higher education provision, of whom two are full-time, and 23 are either part-time or also deliver further education programmes.

5 The current higher education awards, with the full-time equivalent student numbers in brackets, are as follows.

University of East Anglia and the University of Essex (joint)

- FdA Landscape and Garden Design (17.5)
- FdA Teaching, Training and Development in Further Education and Skills (9)
- FdSc Animal Science and Welfare (2)
- FdSc Animal Science and Welfare (Equine Health) (1)
- FdSc Fishery Management and Sustainable Aquaculture (3.7)
- FdSc Wildlife Management and Conservation (33)
- BA (Hons) Professional Studies (progression route) (10)

- PGCE/Certificate of Education (in-service) (15.6)
- PGCE/Certificate of education (pre-service) (12)

Partnership agreements with the awarding bodies

6 University Campus Suffolk's Framework Collaborative Agreement between the two awarding bodies, the University Campus Suffolk and its five learning network centres defines the operational responsibilities of the College. These outline the structure and scope of the collaboration between the partners. The awarding bodies are responsible for programme approval and alignment with the Academic Infrastructure, validation, acceptance of applications, ensuring common standards, moderation, final assessment and award, regular meetings to monitor quality and the process of annual evaluation, and continuous improvement of academic outcomes. The College is responsible for programme delivery, assessment and internal moderation, the quality of teaching and learning, application of the awarding bodies' standards, regular internal monitoring of quality, and compliance with awarding body requirements for annual evaluation and review.

Recent developments in higher education at the College

7 The College is at an advanced stage in a merger with another land-based college. Its plans include retaining a separate Head of Higher Education at each campus. The College's higher education provision will remain within University Campus Suffolk and it will maintain its existing agreements with the awarding bodies.

Students' contribution to the review, including the written submission

8 Students studying on higher education programmes at the College were invited to present a submission to the team. Two second-year Foundation Degree students compiled the report. The students referred to the National Student Survey (NSS) to identify suitable questions to ask the entire student body. During the visit the students were given the opportunity to expand on some of the points that were made in the submission. Their evidence was of value to the review.

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?

9 The collaborative agreements identify the structure and scope of the collaboration between the partners. They describe each partner's role in a range of processes and procedures that include their responsibility for quality assurance, programme management, student recruitment, admissions and support. Additional College responsibilities are reflected in a range of University Campus Suffolk policies, procedures and other documentation, such as the assessment and moderation policies. These policies and other documents have been developed in conjunction with the two awarding bodies and appropriately reflect the precepts of the *Code of practice*.

10 Oversight of the College's management of academic standards and quality assurance is provided by University Campus Suffolk through its Joint Academic Committee of the validating universities. The University Campus Suffolk's Academic Board is a sub-committee of the Joint Academic Committee and is responsible for academic development. University Campus Suffolk appoints a Course Approvals Group and a Learning, Teaching and Assessment Group. These committees and processes ensure that there is appropriate engagement with the Academic Infrastructure, the FHEQ and the *Foundation Degree qualification benchmark* and relevant subject benchmark statements.

11 Within the College, the Higher Education Operational Group, chaired by the Head of Higher Education, monitors the quality and enhancement of higher education standards. It presents a monthly Business Performance Review report to the Senior Management Team. The Higher Education Operational Group also reports three times per year to the College governors through the Quality Standards Committee. This group, together with the Higher Education Student Voice Forum, form the principal College committees for the consideration and monitoring of the higher education provision. The Head of Higher Education produces a monthly report to the College directors and curriculum managers that is presented to the Senior Management Team. The reports and minutes of these meetings confirm that these processes are transparent and effective. An organisation chart illustrates clearly the lines of responsibility and flow of information between the College's key staff and committees and those of University Campus Suffolk.

12 The Head of Higher Education effectively monitors, manages and implements the College's higher education policies and procedures supported by two programme area coordinators representing the teacher training and the degree programmes. The programme area coordinators are expected to ensure the consistent application of policies and procedures across the College and assist staff in their implementation. Students are represented on all College committees including the Quality Standards Committee and they are involved at every level. They are well informed and have access to all meeting minutes, programme specifications and external examiner reports.

What account is taken of the Academic Infrastructure?

13 The College's engagement with the Academic Infrastructure is reflected in its use of University Campus Suffolk's policies and procedures. These have been developed in conjunction with the two awarding bodies and its network colleges and mapped to the *Code of practice*. The Partnership Management Team at the University Campus Suffolk is responsible for the approval and signing-off of the mapping of these policies and procedures to the Academic Infrastructure. This process ensures that documentation engages with the Academic Infrastructure and is current. All validations and re-validations of programmes are expected to engage with the Academic Infrastructure. Staff articulate clearly their understanding and use of the *Foundation Degree qualification benchmark*.

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 collaboration agreement and associated University Campus Suffolk documents clarify what is expected of the College in meeting the standards expected. College staff demonstrate their understanding of the College's strategic and operational obligations for the management and maintenance of academic standards, including the validation of programmes; quality assurance and review; student recruitment and admissions; programme delivery; and assessment and external examination processes.

15 Annual self-assessment reports are produced for all programmes, and these draw on evidence from external examiners, course committee minutes, student module evaluations, retention, achievement, and other programme activities. The annual self-assessment review and evaluation process is central to the quality assurance of the higher education provision. It demonstrates clearly to the awarding bodies the College's ability to manage, monitor and maintain academic standards. There is a clearly defined process for requesting changes to the validated provision. All changes must be supported by the external examiner and may include amendments to the assessment of a module or its learning outcomes.

16 The programme self-assessment review and evaluation reports are reviewed annually. This contributes to the production of an over-arching College higher education self-assessment and review report. College staff, awarding body and external representatives attend this event, including College and faculty management, course leaders and student representatives. At the event the College's programme teams exchange, review and comment on each other's self-assessment review and enhancement review reports. This process provides the opportunity for internal independent review and encourages the sharing of good practice between programme teams. The Head of Higher Education produces a final College report to integrate the outcomes of the above. It contains a review of teaching observation, curriculum, assessment, achievement, student progression and an action plan for the coming year. A copy of this is sent to the University Campus Suffolk's Joint Academic Committee for consideration. This rigorous annual monitoring and review process is well embedded and is a major contributor to the enhancement of the provision. The team considers this good practice.

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

17 The College has clear policies for staff development that are well embedded and operate effectively across the College. They form part of the College's higher education staff development plan. Staff development needs are identified during staff appraisal, at meetings of the Higher Education Operational Group, as a consequence of student feedback evaluations, and through peer observation of teaching. Staff development is also informed by the self-assessment review and evaluation process. Teams are expected to consider the effectiveness of staff development as part of these reviews. The College's teaching observation and the peer observation schemes provide opportunities for it to identify good practice and areas for future development that can enhance teaching and learning. All higher education staff are allocated 140 hours of remitted teaching time to support scholarly activity and to maintain the currency of their knowledge. Part-time and session staff and those new to higher education are supported by mentors. Staff are also briefed on the relevance of the *Code of practice* precepts through posters provided by University Campus Suffolk and in continuous professional development provided by the College, the awarding bodies and University Campus Suffolk.

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?

18 Responsibilities for managing the quality of learning opportunities and reporting arrangements are detailed in paragraphs 9 to 12 and in the College's collaborative agreement with the awarding bodies and University Campus Suffolk. The validating universities' Joint Academic Committee monitors the quality of learning at the College. The Vice Principal Curriculum and Quality represents the College on this committee. In addition, the Academic Board and the Learning, Teaching and Assessment Group have specific responsibility for learning opportunities. The two validating universities oversee these bodies and the College is represented on each of them.

19 The College refers to a number of University Campus Suffolk policies and guidelines to maintain and manage the quality of learning opportunities. These include validation documents, policies for tutorials, the management of programmes, academic appeals, and the accreditation of prior learning. The central and local monitoring of these policies ensures that they are followed and confirms that the College's procedures are effective. Through a formal notification process, the University Campus Suffolk ensures that College staff are kept well informed of updates and additions to documents. These structures and processes work well and enable the College to discharge its responsibilities.

20 University Campus Suffolk has an electronic Academic Staff Handbook that provides guidelines to clarify the roles and duties of academic staff. The College provides a staff induction pack which staff find particularly helpful in explaining the management and reporting structures.

21 Students have representation on course committees, the Higher Education Focus Groups, the Governors' Quality Standards Committee and the University Campus Suffolk Students Union. They can also raise issues at the University Campus Suffolk's Student Experience Committee. The students' confirm that they have plenty of opportunity to express their views.

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

22 The quality assurance arrangements described in paragraphs 14 to 16 are also used to ensure the appropriateness of the learning opportunities. The College maintains an effective dialogue about students' learning opportunities with University Campus Suffolk and its awarding bodies. Management information and student data is readily available from the College and University Campus Suffolk. It is used effectively to monitor the quality of learning opportunities.

23 The previous generic external examiner reports that were addressed to the University Campus Suffolk's network of colleges' common provision have now been revised. Programme teams are now able to identify recommendations and areas of good practice that are specific to their programmes. The teaching staff welcome this.

What account is taken of the Academic Infrastructure?

24 The arrangements described in paragraph 13 also apply to the quality of learning opportunities. Programme teams are informed of updates and changes to the *Code of practice* by a variety of formal and informal methods. The University Campus Suffolk undertakes briefings using electronic newsletters and emails. Programme teams are responsible for updating programme specifications and handbooks using the Academic Infrastructure as a reference point. These methods provide an effective means by which the College's staff maintain their currency with changes in the Academic Infrastructure and its precepts.

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

25 A Teaching and Learning Strategy, an Assessment Strategy and a Tutorial Policy provide a framework to ensure a high quality learning experience for students. Staff and students confirm that these are adhered to consistently across the provision. The College maintains oversight of the teaching and learning through monthly Higher Education Operational Group meetings. It employs effective systems for peer and management observation of its teaching on a biennial basis. The outcomes of lesson observations are copied to the University Campus Suffolk's Head of Quality. The College is represented at University Campus Suffolk's Learning, Teaching and Assessment Group meetings that discuss and make recommendations for the development of teaching and learning. The quality of teaching is analysed within the self-assessment reports and planned actions are identified. Students confirm that teaching and staff knowledge of their subject is generally good.

26 The programmes include a wide range of opportunities provided in assignment briefs that support student learning. Examples include the use of student peer assessment activities, team building, employer involvement as clients in providing feedback to students on their performance, and design briefs that are constructed around real-life projects. There is the opportunity to undertake field trips, work experience and engage in learning experiences that simulate live practice. The students are enthusiastic about these learning experiences that the team judges to be good practice.

27 Students' views on teaching and learning are captured through student focus groups, course committee meetings and in module evaluations. For the most part, feedback indicates that students are satisfied with the teaching, describing it as the best part of their programmes. On several occasions some workshop sessions across the provision have been cancelled at short notice and alternative substitutions made. It is desirable that the College reviews its strategies for the management of the workshop sessions to provide students with a consistent learning experience.

28 The Developmental engagement recommended that the content and delivery of Foundation Degree common core modules be reviewed. The College has responded by more closely aligning their content and context with students' vocational experiences and areas of study. It is too early to gauge its effectiveness.

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

29 The College provides an effective and comprehensive three-day induction. This includes a full tour of facilities, a visit to the University Campus Suffolk's centre, instruction on the use of information technology and the virtual learning environment, and an introduction to relevant processes and procedures. The induction has been enhanced further

by, for example, providing sessions on technology and learning. Students see the induction process as an effective introduction to College life. The induction process is highly effective in preparing students for their studies and represents good practice.

30 There is effective support for students' academic and pastoral needs and this is supported by well-designed policies and procedures. At the start of their programme students undertake an initial diagnostic assessment. They are allocated a personal tutor to monitor the effectiveness of their learning and to help them to develop the necessary skills as they progress through the programme. Personal and skills development, including personal development planning, is provided in the common core modules offered by programmes. These provide opportunities for self-reflection on students' performance and for the attainment of additional study skills. Students are offered individual tutorials and an additional group tutorial each week in addition to the standard tutorial entitlement. The College provides a dedicated higher education support tutor who is highly valued by the students. The College provides a further 'on call' support tutor to help those students identified as requiring further support. The tutorial process is working well and students confirm that staff are meeting their academic and pastoral needs. The effective academic and pastoral support encourages self-reflection, improves students' skills, and enhances progression through their programme of study. This represents good practice.

31 Work-based learning and placement learning represent significant components of the Foundation Degree and teacher training programmes. While some tutors assist students in sourcing suitable placements, others offer limited advice and consider that the onus is on students to identify their work placements. Given the importance and the difficulty of finding suitable placements that engage with the intended learning outcomes, it is desirable that the College reviews its strategies for supporting students to find suitable work placements.

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

32 The College's Higher Education Strategy confirms its commitment to supporting staff in developing and enhancing their understanding and knowledge. The College supports staff to engage in the many opportunities that are provided. These include attendance at conferences, collaborative partner meetings, workshops on electronic learning, and development activities relating to the content of modules, their assessment and the marking of dissertations. From 2012, the College has introduced a new module that is compulsory for all higher education staff on the delivery of higher education in further education. This module is introduced to enhance staff's understanding and performance in providing appropriate standards of teaching and learning, and represents good practice.

33 The College organises annually a review and celebration day that integrates College staff, students and University Campus Suffolk partnership staff in activities that encourage working together and sharing good practice in teaching. Furthermore, it provides opportunities for group feedback on areas for improvement. There is the opportunity to recognise students' successes with end-of-year awards. Students benefit by being given an opportunity to voice their opinions and to listen to the views of students' on other programmes. Staff benefit by working with partnership staff and students from other programmes. Key themes and activities are explored in workshops that contribute to feedback on matters that improve the delivery of the provision. This represents good practice.

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

34 All academic staff employed by the College are subject to approval by University Campus Suffolk. College lecturers hold academic qualifications at an appropriate level, most being qualified to at least master's level. All have industrial experience. Almost a quarter of all teaching staff are session or visiting lecturers. Visiting lecturers from industry are regularly employed to give master classes and guest lectures to enhance the vocational relevance of the student learning experience.

35 The College reviews its resources at the start of each academic year through its self-assessment review and evaluation reporting process. Identified needs are then reflected in the centre self-evaluation review and evaluation report to ensure that the resources are considered at the appropriate level. Each programme area is encouraged to bid for funding against the capital budget for identified needs. The Head of Higher Education holds a revenue budget for book purchases during the academic year. There is also a dedicated budget for higher education library books. Other dedicated higher education resources are available for online purchases. Students confirm that programme resources are adequate.

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?

36 The College provides draft publications for University Campus Suffolk to approve. This includes publicity material and recruitment information; student handbooks; programme-related documentation, and other general student information published electronically in the University Campus Suffolk's virtual learning environment. The College uses standard templates provided by the University Campus Suffolk to inform the content and structure of its validation documents, programme handbooks and specifications. Programme specifications and definitive course documents, including the programme handbooks, are published on the virtual learning environment. All courses have handbooks that provide relevant course information to students. The handbooks contain consistent and relevant information that is appropriate to the programmes.

37 New staff are provided with a comprehensive higher education staff induction pack, which includes details of the Academic Infrastructure, definitive course documents and assessment policies and procedures, which they value. It is an effective means of ensuring that they have clear and accurate information on the assessment practices and course management information. It supports their understanding and encourages the use of the *Code of practice*.

**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?**

38 In accordance with the University Campus Suffolk's publicity protocol, it must approve all the College's information on its provision before it is published. The awarding bodies also undertake sampling checks of the information and documents. The system for checking the accuracy and completeness of all College marketing information is the responsibility of, and implemented jointly by, the College's Head of Higher Education and its Head of Marketing in conjunction with University Campus Suffolk's Head of Marketing. The latter must finally approve all of the College's higher education promotional materials before they are published.

39 The maintenance of the College website and its page on the University Campus Suffolk's website is carried out by the College's marketing team, the content of which is monitored by University Campus Suffolk and the awarding bodies. Information on the College's programmes is accessed using a link to the University Campus Suffolk's website, which assures consistency of programme information across all of the University Campus Suffolk's college provision. As part of an annual review, all programme information on the website and the applicant portal is provided and checked by programme leaders using standard proforma, with further scrutiny undertaken by the Head of Higher Education. It is then forwarded to the College's Marketing Department. The team concludes that the process for checking the accuracy and completion of information is clear and rigorous on the whole.

40 The College has originated a minimum content standard for all programme modules deposited in the University Campus Suffolk's virtual learning environment. Modular content is classified and accorded bronze, silver or gold status, with the latter being the highest status for displaying and integrating increasing degrees of interactivity. This mechanism is effective in encouraging programme teams to meet the minimum standard for the content of online materials and provides the impetus for their improvement. The system to classify the content of programme modules in the virtual learning environment stimulates user interaction and is judged as good practice.

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

41 The Developmental engagement in assessment for the College was undertaken in February 2011. There were three lines of enquiry, which were as follows.

Line of enquiry 1: How appropriate is the assessment and moderation process in ensuring that intended learning outcomes are met?

Line of enquiry 2: How effective is the assessment process in supporting and enhancing students' learning?

Line of enquiry 3: Are the procedures that the College has implemented effective in ensuring that it provides accurate and complete information on its assessment practices?

42 The lines of enquiry focused on the structures, policies and procedures that underpin the assessment process including the documentation available to students. They covered the implementation of awarding bodies' assessment regulations and the College's responsibilities in these processes.

43 The Developmental engagement identified a number of areas of good practice. These were the operation and activities of the Higher Education Operational Group; the roles of the Higher Education Support Tutor and the Higher Education Administrator; the appointment of a higher education student governor to the College's Quality Standards Committee and the wide range of learning opportunities in assignment briefs. The report also identifies the variety of opportunities for providing formative feedback on students' work and the higher education staff induction pack that communicates clear and accurate information.

44 The Developmental engagement identified as advisable the need to provide feedback to students that is consistent with the requirements of the University Campus Suffolk's Assessment Strategy. There were a number of desirable recommendations: making the content of generic external examiner reports more specific to the needs of the College; implementing and monitoring staff development on the use of grading criteria; the more effective dissemination of good practice at Higher Education Operational Group meetings; ensuring the appropriateness of the Foundation Degree common core modules; implementing strategies to encourage the acquisition of the Graduate Skills Award; improving the timeliness of student feedback on completed assignments; the need to review College strategies for stimulating more interactive teaching, learning and assessment; and to engage in dialogue with University Campus Suffolk to minimise the impact of loss of access to course materials by students who have not fully completed their registration.

D Foundation Degrees

45 As of May 2012, the College delivers six Foundation Degrees within the programme areas of land and countryside and higher education. They represent 114 full-time equivalents, with the majority of students studying full-time. A new FdSc Fishery Management and Sustainable Aquaculture was introduced in this current academic year.

46 The Foundation Degree programmes are offered in conjunction with University Campus Suffolk, established in September 2007, and are jointly validated by the University of East Anglia and the University of Essex. The College is one of five satellite centres delivering higher education as part of the University Campus Suffolk network. The team found ample evidence of the close working relationship between the awarding bodies, University College Suffolk and College staff at all levels. The College implements and monitors University Campus Suffolk's policies.

47 All the conclusions in paragraphs 49 to 51 apply equally to the Foundation Degree provision.

E Conclusions and summary of judgements

48 The team has identified a number of features of good practice in the College's management of its responsibilities for academic standards and for the quality of learning opportunities of the awards the College offers on behalf of its awarding bodies. This was based upon discussion with staff and students and scrutiny of evidence provided by the College, the University Campus Suffolk and its awarding bodies the University of East Anglia and the University of Sussex.

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

- the rigorous annual monitoring and review process is well embedded and is a major contributor to the enhancement of the provision (paragraph 16)
- the opportunities for students to engage in real-life projects which simulate live practice provide vocationally relevant learning experiences (paragraph 26)
- the highly effective student induction process prepares students for their studies (paragraph 29)
- the effective academic and pastoral support encourages self-reflection, improves students' skills and enhances progression through their programme of study (paragraph 30)
- the introduction of a module on the delivery of higher education in further education to enhance staff's understanding and performance in providing appropriate standards of teaching and learning (paragraph 32)
- the annual review and celebration day integrates the College staff, students and University Campus Suffolk partnership staff in activities that encourage working together, sharing good practice in teaching and learning, and provides opportunities for group feedback on areas for improvement (paragraph 33)
- the system to classify the content of programme modules in the virtual learning environment stimulates user interaction (paragraph 40).

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

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

- review its strategies for the management of the workshop sessions to provide students with a consistent learning experience (paragraph 27)
- review its strategies for supporting students to find suitable work placements (paragraph 31).

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 standards of the awards of its awarding bodies.

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 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.

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

Otley College action plan relating to the Summative review: May 2012						
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 rigorous annual monitoring and review process is well embedded and is a major contributor to the enhancement of the provision (paragraph 16) 	<p>Promote this practice with a view to trial in the College Further Education provision via oral reports to Quality Standards Committee</p> <p>Higher Education Operational Group, attended by Head of Student Services and the College Quality Team</p>	<p>June 2012</p> <p>July 2012</p>	Head of Higher Education	Pilot implementation of the higher education practice of College's programme teams exchange, review and comment on each other's self-assessment review' on further education self-assessment reviews	College Curriculum Operational Group	Annual College self-assessment review for selected pilot area
<ul style="list-style-type: none"> the opportunities for students to engage in real-life projects which simulate live practice provide vocationally relevant learning experiences (paragraph 26) 	<p>Share with University Campus Suffolk partner colleges via Learning Network Quality Enhancement Group</p> <p>Continue to use real-life projects,</p>	<p>September 2012</p> <p>June 2013</p>	<p>Head of Higher Education</p> <p>Programme Area Coordinators</p>	<p>Minutes of University Campus Suffolk Learning Network Quality Enhancement Group</p> <p>Module evaluations and student feedback via</p>	<p>Higher Education Operational Group</p> <p>Higher Education</p>	<p>Response from University Campus Suffolk partner colleges via Learning Network Quality Enhancement Group</p>

	where appropriate for Foundation Degrees and teacher training			Course Committee	Operational Group	Self-Assessment Review and Evaluation reports; employer, student and graduate feedback
<ul style="list-style-type: none"> the highly effective student induction process prepares students for their studies (paragraph 29) 	Present as an agenda item at the University Campus Suffolk Partnership Quality Enhancement Group	October 2012	Head of Higher Education	Enhanced induction processes across the Learning Network	Higher Education Operational Group University Campus Suffolk Student Experience Committee	Induction surveys across the Learning Network Student retention and achievement data across the Learning Network
<ul style="list-style-type: none"> the effective academic and pastoral support encourages self-reflection, improves students' skills and enhances progression through their programme of study (paragraph 30) 	Present as an agenda item on the University Campus Suffolk Partnership Quality Enhancement Group	October 2012	Head of Higher Education	Enhanced student academic and pastoral support across the Learning Network	Higher Education Operational Group University Campus Suffolk Student Experience Committee	Module Reviews across the Learning Network National Student Survey data Internal Student Survey data

						across the Learning Network
<ul style="list-style-type: none"> the introduction of a module on the delivery of higher education in further education to enhance staff's understanding and performance in providing appropriate standards of teaching and learning (paragraph 32) 	Enrol College higher education staff who do not already hold higher education accreditation (or its equivalent) on the module so that all higher education staff deliver the provision to the appropriate standard	October 2013	Head of Higher Education Programme Area Coordinators Staff Development Officer	Enhanced delivery of higher education in a further education setting	Higher Education Operational Group Learning Network, Partnership Quality Enhancement Group, individual staff appraisals Centre Self-Assessment, Review and Evaluation development plan	Outcomes of module reviews, National Student Survey Data; internal student survey data Peer observation records, achievement data
<ul style="list-style-type: none"> the annual review and celebration day integrates the College staff, students and University Campus Suffolk partnership staff in activities that encourage working together, sharing good practice in 	Undertake a presentation to University Campus Suffolk at an annual Teaching and Learning Day	July 2012	Programme Area Coordinator for degree programmes	Enhanced involvement with students from the Learning Network in the creation of quality-related action plans by other Learning Network Centres	Higher Education Operational Group Learning Network Partnership Quality Enhancement Group	Feedback from the presentation at the Review and Celebrate day at the University Campus Suffolk Teaching and Learning event

teaching and learning, and provides opportunities for group feedback on areas for improvement (paragraph 33)						
<ul style="list-style-type: none"> the system to classify the content of programme modules in the virtual learning environment stimulates user interaction (paragraph 40) 	Review the content and delivery strategies for the remaining modules in the Foundation Degrees to encourage interactive use of the virtual learning environment as appropriate	October 2012	Programme Area Coordinators Course Leaders Module Leaders	Improved engagement with the virtual learning environment across all of the programme modules	Higher Education Operational Group Learning Network Partnership Quality Enhancement Group	Module Reviews, National Student Survey data, internal student survey data, course committees, external examiner reports, peer observations, course self-assessment review and evaluations
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"> review its strategies for the management of 	Ensure all programme published timetables contain accurate information on the	September 2012	Programme Area Coordinators Course Leaders	Programme timetables contain the timings and content for each workshop session and	Head of Higher Education, Higher Education Operational	Course Committee National

<p>the workshop sessions to provide students with a consistent learning experience (paragraph 27)</p>	<p>timing and content of all planned workshop sessions</p>			<p>these sessions are only altered with the agreement of the relevant Programme Area Coordinator</p> <p>Any changes necessary are communicated to students as early as possible by the following three methods: email, announcement on the virtual learning environment, Course Notice Board</p>	<p>Group</p>	<p>Student Survey</p> <p>Internal student survey</p> <p>Group tutorial feedback</p> <p>Higher Education Focus Group meetings</p> <p>Individual personal and academic tutorials</p> <p>Self-assessment review and evaluation</p>
<ul style="list-style-type: none"> review its strategies for supporting students to find suitable work placements (paragraph 31) 	<p>Ensure accurate information on the availability and suitability of potential appropriate work placement opportunities is available consistently to all students</p>	<p>September 2012</p>	<p>Programme Area Coordinators</p>	<p>Enhance access to appropriate placement opportunities both for Foundation Degree and Initial Teacher Training by:</p> <p>Publishing on the virtual learning environment and on the individual notice boards, the database of appropriate approved</p>	<p>Programme Area Coordinators Higher Education Operational Group</p>	<p>Course Committee</p> <p>National Student Survey</p> <p>Internal student survey</p> <p>Group tutorial feedback</p>

				<p>placement providers</p> <p>Signposting this information and any amendments to the database to the students during their induction and the first group tutorial in each semester</p>		<p>Higher education focus group meetings</p> <p>Formative assessment of the work-based learning core modules in Foundation Degree programmes</p> <p>Formative assessment of Professional Practice modules in the teacher training programmes; individual personal and academic tutorials</p> <p>Self-assessment review and evaluation</p>
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