# DQB

Designated Quality Body
in England

# Assessment for Variation of Degree Awarding Powers

## Hull College

## Review Report

September 2021

# Contents

## Summary of the assessment team's findings

| Underpinning DAPs criteria | |
|---|---|
| Criterion A: Academic governance | **Met** |
| Criterion B1: Regulatory frameworks | **Met** |
| Criterion B2: Academic standards | **Met** |
| Criterion B3: Quality of the academic experience | **Met** |
| Criterion C: Scholarship and the pedagogical effectiveness of staff | **Met** |
| Criterion D: Environment for supporting students | **Met** |
| Criterion E: Evaluation of performance | **Met** |
| **Overarching Full DAPs criterion** | |
| The provider is a self-critical, cohesive academic community with a proven commitment to the assurance of standards supported by effective quality systems | **Met** |

## About this report

This is a report of an assessment of the Hull College Group conducted in accordance with the process outlined in *Degree Awarding Powers in England: Guidance for Providers on Assessment for Variation and Revocation of Degree Awarding Powers, December 2019*.

Assessment for the variation and revocation of degree awarding powers (DAPs) is the process QAA uses to provide advice to the Office for Students (OfS) about the quality of, and the standards applied to, higher education delivered by a provider in England that has an existing DAPs authorisation and where variation or revocation is to be considered.

The assessment was conducted in order to inform advice to the OfS on whether the provider's existing renewable powers be granted on an indefinite basis.

# Provider information

| Legal name | Hull College Group |
|---|---|
| Trading name | Hull College |
| UKPRN | 10003200 |
| Type of institution | Further education corporation |
| Date founded | Founded 1961; incorporated 1992 |
| Date of first HE provision | 1992 |
| Application route | Variation of powers (foundation degree) from definite to indefinite |
| Level of extended powers applied for (if applicable) | None |
| Location(s) of teaching/delivery | Wilberforce Drive, Hull, HU1 3DG |
| Subject(s) applied for | All subjects |
| Current powers held | Foundation Degree Awarding Powers (FDAP) up to and including Level 5 |
| Date current powers granted | 2016 |
| Number of current programmes at 16 September 2021 | 13 foundation degrees; 3 master's degrees; 4 bachelor's degrees; 11 bachelor's 'top-ups'; 2 HNC; 2 HND; 2 PGCE; 1 Cert. Ed |
| Number of students leading to College awards at 16 September 2021 | 167 students: 143 full-time, 24 part-time<br><br>In addition, a further 234 students are studying on programmes leading to awards of the following:<br><br>Open University (68 students)<br>Pearson (26 students)<br>University of Huddersfield (44 students)<br>University of Hull (96 students) |
| Number of staff at 14 October 2021, Provider communication | 33 academic; 12 professional support; 19 managers |
| Current awarding body arrangements | University of Hull; University of Huddersfield; Open University; Pearson |

## About Hull College

Hull College (the College) is a large college of further education. The College offers a range of technical and vocational programmes at all levels, including 14-16 provision, further education, apprenticeships, adult education and higher education. Over the last six years, the College has seen a decline in higher education student recruitment; in 2013-14, 840 higher education students were enrolled. In 2020-21, the College enrolled 13,840 students in total, of which 401 are currently enrolled on higher education programmes; 272 full-time and 129 part-time.

The College offers higher education provision at Level 4, 5, 6 and 7 with courses spanning eight principal subject areas. Following the granting of foundation degree awarding powers (FDAP) in 2016, the College has approved foundation degree programmes in a range of subject areas, including business and management, criminology, music, art and design,

fashion and textiles, musical theatre, photography, and young children's learning and development.

In addition to awarding its own foundation degrees, the College has partnership arrangements with three university awarding bodies and Pearson to deliver higher education qualifications. The College is a long-standing member of the University of Huddersfield Post Compulsory Education and Training Consortium and delivers a range of teacher education awards in partnership with the University. In 2021 the College was reviewed by the University and the partnership was renewed. The College has worked with the Open University (OU) since 2012 and is currently in an exit strategy, phasing out the teaching of three-year bachelor's degree programmes validated by the OU as part of its curriculum strategy to focus on a 'two plus one' (foundation degree plus bachelor's top-up) model for its undergraduate provision. A new collaborative provision agreement was agreed with the University of Hull in 2021 for the delivery of a range of bachelor's top-up programmes to provide progression routes for the College's foundation degree students. The College works with Pearson to deliver Higher National programmes up to Level 5 in engineering, construction and the built environment.

Since gaining foundation degree awarding powers in 2016, the College has had several changes of leadership, including new principals and chairs of governors. A new executive team was appointed in April-May 2021. A new principal took up post in April 2021 but left the College in August. An interim principal has been appointed. During the period of the assessment the Director of Higher Education, who had held the position since 2020 and had formerly been the Head of HE Quality and Registry from 2018-20, left the College. A new Director of Higher Education on a one-year fixed-term contract has been appointed. There have also been broader organisational changes, including the closure of the Goole campus, and the transfer of operations and ownership of Harrogate College to Leeds City College in August 2019.

During the period of the assessment, the College introduced a new structure for the delivery of its programmes of study, replacing former departmental structures with Institutes of Learning. Each institute is led by a head of institute reporting to the Assistant Principal Further and Higher Education. There is a reporting line from the heads of institute and Senior Director to the Vice Principal Curriculum. The Director of Higher Education reports directly to the Vice Principal.

The College is seeking indefinite foundation degree awarding powers in order to widen access to, and increase participation in, vocational higher education, and support the social and economic infrastructure of Hull City Region and East Yorkshire. It intends to maintain its partnerships with other awarding bodies to provide progression routes to bachelor's and master levels for its foundation degree graduates.

## How the assessment was conducted

The QAA assessment team completed an assessment of the provider according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment for Variation and Revocation of Degree Awarding Powers, December 2019.*

The OfS referred Hull College to QAA for an assessment for the variation of powers on 18 March 2021 and the provider's submission and supporting evidence was received on 17 June 2021. The assessment began on 17 June, culminating in a final report to the Advisory Committee on Degree Awarding Powers on 9 December 2021 and final advice to the OfS.

The team appointed to conduct the assessment was as follows:

Name: Ms Cheryl Dunn
Institution: Blackpool and the Fylde College
Role in assessment team: Institutional assessor

Name: Ms Catherine Fairhurst
Institution: University of Manchester
Role in assessment team: Institutional assessor

Name: Mr Josh Gulrajani
Institution: Bath Spa University
Role in assessment team: Student assessor

Name: Professor Helen Marshall
Institution: University of Salford
Role in assessment team: Institutional assessor

The QAA Officer was Dr Judith Foreman.

The size and composition of this team is in line with published guidance and as such is comprised of experts with significant experience and expertise across the higher education sector. The team included members with experience of a similar provider to the institution, knowledge of the academic awards offered and included academics with subject expertise. Collectively the team had experience of the management and delivery of higher education programmes from academic and professional services perspectives, included members with regulatory and investigative experience, and had at least one member able to represent the interests of students. The team included at least one senior academic leader qualified to doctoral level. Details of team members were shared with the provider prior to the assessment to identify and resolve any possible conflicts of interest.

The assessment team conducted the assessment by reference to a range of evidence gathered according to the process described in the Guidance for Providers. The criteria used in relation to this assessment are those that apply in England as set out paragraphs 215-216 and in Annex C in the OfS's regulatory framework. To support the clarity of communication between providers and QAA, the DAPs criteria and evidence requirements from the OfS's regulatory framework have been given unique identifiers and are reproduced in Annex 4 of Degree Awarding Powers in England: Guidance for Providers on Assessment by QAA.

In the course of the assessment, the team read 358 documents presented in support of the application. An initial set of 116 documents was provided as supporting evidence with the College's self-assessment. Following a desk-based assessment of this initial evidence against the DAPs criteria, a request for additional evidence and information was made. This request covered all the DAPs criteria in order to provide additional supporting evidence regarding higher education policies and clarification to assist the team with their initial analysis. An additional 14 documents were provided in response. After further desk-based analysis, a request for additional evidence and clarification was made relating to specific areas from all of the criteria and in response the College provided 154 documents. Following receipt of these documents, a further request for additional information was made focusing on areas in criteria A1, B2, B3, C, D and E and an additional 15 documents were provided. Following a telephone discussion initiated by the Director of Higher Education at the College with the Quality Manager on 10 September 2021, a further 12 documents were submitted by the College to provide clarification on recent and ongoing changes to the College's organisational structure and curriculum strategy. A student written submission was provided on 16 September.

In addition to scrutinising documentary information, the team also held meetings using videoconferencing technology with staff and students of the College during the week of 27 September. In the course of these meetings the team met senior staff, academic staff (including staff with key programme management responsibilities), and professional support staff. The team also met a sample of students of the College, which included students from all levels of study and students who were elected student representatives as well as those who were not student representatives. A final meeting was held with senior staff to clarify a small number of outstanding issues relating to criteria A1, B1, C1 and E. As a consequence of this meeting a further 46 documents were provided to the assessment team.

Details of the evidence the team considered are provided in the 'Explanation of findings' sections of this report below. The team made the following request for samples of documentation:

- A sample of internally verified assessment briefs, the associated students' assessed work and marker feedback on students' assessed work from one randomly selected module at Level 4, and one randomly selected module at Level 5, from four randomly selected foundation degree programmes delivered in 2020-21.

- A random sample of the documentation (redacted) for the recruitment and appointment of a recently appointed member of academic staff.

# Explanation of findings

## Criterion A: Academic governance

### Criterion A1 - Academic governance

1        This criterion states that:

*A1.1:*    *An organisation granted degree awarding powers has effective academic governance, with clear and appropriate lines of accountability for its academic responsibilities.*

*A1.2:*    *Academic governance, including all aspects of the control and oversight of its higher education provision is conducted in partnership with its students.*

*A1.3:*    *Where an organisation granted degree awarding powers works with other organisations to deliver learning opportunities, it ensures that its governance and management of such opportunities is robust and effective and that decisions to work with other organisations are the result of a strategic approach rather than opportunism.*

2        The QAA assessment team conducted an assessment of this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment for Variation and Revocation of Degree Awarding Powers (December 2019).*

**The evidence considered, and why and how the team considered this evidence**

3        The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and the provider's submission as follows:

a        To assess whether the College's higher education mission and strategic direction are coherent and applied consistently and are supported by its academic policies, the team reviewed both strategic and operational evidence namely the Strategic Plan, [117] the HE Strategy, [118] the College Articles and Instruments of Governance, [15] the Academic Board and its Committee structure and Terms of reference, [13,120] and minutes and papers of Academic Board [16-19,131,148,149, 296, 298, 341, 342, 351] and its subcommittees Academic Quality and Standards Committee (AQSC), [78,79,132,151-154,294,295,329-336,352,353] and Learning, Teaching, Research and Scholarship Committee (LTRSC). [155-158] The team also met with senior staff responsible for higher education, [M1; M5] teaching [M4] and professional services staff [M4] to test the understanding and methods of applying the policies.

b        To assess whether there is clarity and differentiation of function and responsibility at all levels in the organisation in its academic governance structures and arrangements for managing its higher education provision, and to test that the role and responsibilities of the Academic Board and its committees are clearly articulated and consistently applied, the team reviewed the following evidence: Academic Regulatory Framework; [29] the Academic Board Committee structure; [13] Terms of Reference for Academic Board; [16; 120] Academic Quality and Standards Committee; [49] Student Engagement Committee [48,164-166] and Learning Teaching, Research and Scholarship Committee. [99] Additionally, the team reviewed papers and minutes of Academic Board, [16-19,131,148,149,296,

298,341,342,351] AQSC [78, 79, 132,151-154,294-336,352,353]  and LTRSC. [155-158]

c        To establish whether there is appropriate strength and depth of academic leadership, the team considered the HE Management Team chart from 2016 [9] and the Leadership and Management Team FE and HE chart in July 2021 [167] and September 2021,[306] CVs for the Vice Principal Curriculum, Assistant Principal Curriculum, Learning and Scholarship Manager, HE Quality Manager, Recruitment and Progression Manager and the Governor with oversight of higher education. [168-173] In addition, the team reviewed the CV of the temporary Director of Higher Education [300] as well as a paper which gave a narrative on changes to the College Senior Team and the decision to create Institutes of Learning. [308] The team considered whether these roles cover the required areas of responsibility for higher education in the College. Additionally, the team considered the number and relevant experience of the higher education teaching team who deliver the higher education provision. [291] In meetings with the Senior Team, [M1, M5] the higher education teaching staff, [M4] and with professional and support staff, [M3] the assessors explored the strength and depth and resilience of staff levels.

d        To establish whether the College develops, implements and communicates its policies and procedures in collaboration with its staff and students, the team reviewed papers and minutes of Academic Board [16-19,131,148,149, 296, 298, 341, 342, 351] and its committees - AQSC [78,79,132,151-154,294-336,352,353], and LTRSC - [155-158] and examined the contents of the HE portal which hosts higher education policies. [028]

e        To test whether the management of learning opportunities delivered in collaboration with other organisations is robust, the team considered the Fd Young Children's Learning and Development programme specification, [195], SEFDEY (Sector Endorsed Foundation Degree in Early Years Professional Association) recognition, [146] the Employer and Mentor Handbook, [074] and annual programme monitoring reports. [088, 096]

**How any samples of evidence were constructed**

4        All evidence submitted by the College in respect of this Criterion was considered by the team and provided sufficient information that no further sampling was undertaken.

**What the evidence shows**

5        The assessment team's analysis of the evidence led to the following observations.

6        The College has a Strategic Plan which sets the overarching framework for the direction of the College for the years 2017 to 2022. [117] There is also a separate published Higher Education Strategy (2017-2022), [118] which sets out the College's higher education aims and strategic direction. The College's current higher education strategy [118] affirms that its purpose is to deliver a set of overarching strategic themes, informed by and linked to the wider Hull College Strategic Plan, capable of delivering growth and development of the higher education offer. The themes are progression and widening participation; student engagement and enhancement of the student experience; employability and entrepreneurship; scholarship and research; curriculum development; partnership and collaboration. [118] In their meetings with senior managers at the College, [M1; M5] the team heard that both the College Strategy [117] and the Higher Education Strategy [118] are currently undergoing revision to provide direction for the future. During the meetings, staff articulated a clear vision for the future of the College and higher education based on

providing progression opportunities for students, and collaboration with other higher education providers to offer a curriculum that meets the needs of the city of Hull. [M1; M5] The strategies are due for completion in March 2022 with a planned launch in the summer term. The current Higher Education Strategy [118] is supported by underpinning strategies to support the College's higher education mission, aims and objectives. For example, the aims of the Learning, Teaching, Research and Scholarship Strategy [128] align with the ambitions of the Higher Education Strategy in terms of developing engaging learning programmes, ensuring staff have opportunities to engage in research and scholarly activity, and fostering staff and student collaboration in learning, research and scholarship. Similarly, the Enhancement Strategy 2019-22 [175] aligns with the Higher Education Strategy [118] in its aims to enhance the student experience through, for example, undertaking projects to support student engagement with committees and participation in strategic decision-making; engage students in programme design; and use feedback on the student experience to inform current and future strategy. The team found the strategic direction of higher education to be cogent and clearly articulated in the Higher Education Strategy and in the supporting strategies.

7        The College has a range of policies to support its higher education mission, aims and objectives, and the management of higher education. These include, the HE Scholarship Policy, [104] the Higher Education Guidance on Programme Approval (Validation and Revalidation), [123] Annual Programme Review Process, [122] Assessment Policy, [093] the Marking and Moderation Process, [92] Appointment of External Examiners, [82] Procedure for Higher Education Appeals, [125] Peer Observation procedures, [102] Accreditation of Prior Learning (APL) procedures, [126] and the Admissions Policy. [030]

8        During the course of the assessment, the team considered evidence relating to the application of the higher education strategy and associated strategies and policies, including the College's approach to supporting staff to engage in research and scholarly activity (see paragraphs 127-130); the process of developing and validating new foundation degree programmes (see paragraphs 82-90); the engagement of students in deliberation and decision-making (see paragraphs 25-29); the assessment of students (paragraphs 96-101), and the management of complaints and appeals (paragraphs 107-109). This evidence provided examples of the consistent application of the College's higher education strategy and associated policies.

9        The College governance structures are clearly articulated. In accordance with its articles of governance, [15] the governing body, known as the Corporation, is responsible for the overall educational charter and mission of the institution and organisational governance. The governing body oversees and approves the overall organisational strategy and financial management of the College and has a series of specialist committees responsible for specific aspects of organisational governance. In 2020, the College established the Standards Committee, a specialist committee of the Corporation, chaired by the Higher Education Link Governor to oversee quality and standards in all areas of the College's provision, including higher education. The CV of the Chair of the Standards Committee [174] confirms that they are an experienced educational professional having worked in further and higher education over many years. The minutes of meetings of the Standards Committee held in 2020 [020; 021] scrutinised by the team confirm that the Committee received reports on higher education including, for example, on recruitment trends, staff scholarly activity, curriculum development, National Student Survey (NSS) results, and 'at risk students'. The minutes indicate detailed discussion, and a good level of questioning and challenge by governors.

10        The College also has in place a well-established higher education committee structure with its own Higher Education Academic Board (Academic Board), which is the most senior academic committee for higher education. The Academic Board is chaired either

by the Chief Executive Officer and Principal of the College or the Deputy Chief Executive Officer. The terms of reference for Academic Board [120 Committee terms of reference] clearly describe responsibility for the overall direction and development of higher education academic policy, the development and implementation of appropriate regulatory frameworks and quality assurance processes. In addition, the Academic Board has responsibility for the development of the higher education portfolio, as well as recommending to the Chief Executive and Board of Governors the resources needed to support this work. Academic Board reports to the Chief Executive and Board of Governors on the establishment and monitoring of academic standards across the portfolio and the requirements of external validating bodies. Membership of Academic Board consists of the Assistant Principal (FE/HE), the Director of Higher Education and the Higher Education Quality Manager, representatives from the College's corporate services, heads of academic departments, teaching staff, student representatives, and a governing body representative.

11      The Academic Board has four subcommittees: Academic Quality and Standards Committee (AQSC), Learning, Teaching, Research and Scholarship Committee (LTRSC), Planning and Resources Committee (PRC), and HE Student Engagement Committee (HESEC). The terms of reference [120 Committee terms of reference] for these bodies and the Academic Board reviewed by the team confirm that the responsibility of the Academic Board and each committee is clearly defined with appropriate differentiation of function and responsibility to support the management and oversight of higher education provision. The structure provides a coherent framework for the College's higher education delivery and its development.

12      The team reviewed the agendas, papers and minutes of Academic Board from 2019-21 [16-19; 147-150; 341] and AQSC [49; 132; 152-154] to assess how effective is the work of the Board and the committee in managing academic standards and quality. The evidence shows that the business considered by the Academic Board is in accordance with the terms of reference and that there is a regular cycle of reporting, action plans and updates on progress. This includes examples of the Academic Board considering new course proposals and confirming the appointment of external examiners. [148] Academic Board receives minutes and reports from each of its subcommittees (AQSC, LTRSC, PRC and HESEC). Substantive items of business from the subcommittees are brought to Academic Board for its consideration, for example NSS outcomes and the action plan, progress on retention and the validation schedule. [131,147,148,149,150] Similarly, the minutes and papers relating to 2019 and 2020 of the HESEC, [163-166] the LTRSC [95; 155-158] and the PRC [159-162] show a regular cycle of reporting and updates on progress relating to their terms of reference. The evidence confirms that the function and responsibility of Academic Board, HESEC, LTRSC and the PRC are consistently applied. Therefore the team concludes that the College has effective academic governance with clear and appropriate lines of accountability.

13      The terms of reference for AQSC include 'institutional oversight over the implementation of identified actions in response to external examiner reports. [120] This aspect of the role of AQSC is noted in the College's HE Procedure for the Management of External Examiner Reports, [para 3.5 124] which also states that AQSC will approve an overview report on the findings of the external examiner reports and the proposed action plans in response. The minutes of AQSC reviewed by the team [153; 294; 295; 334; 335; 336] confirm regular updating on progress in relation to completing annual monitoring programme reports and the associated action plans in response to external examiners. The minutes also confirm regular updating on matters relating to communication with external examiners. The minutes of the meeting held in November 2018 [079] confirm the receipt of an overview report on the findings of external examiners and there is a record of discussion of its contents. However, the assessment team could not find evidence of the receipt of an overview report on the findings of external examiners in the minutes of meetings in

December 2019 [152, 334] or November 2020. [336] The minutes of November 2020 [336, minute 6.1] contain a brief comment on external examiners' overall satisfaction with programmes.

14      In order to understand why the institutional overview reports had not been received by AQSC and how the College maintains oversight of external examiner reports, the team discussed the matter with senior staff. [M1; M5] Staff explained that external examiner reports are scrutinised by the HE Quality Manager who works with programme leaders to ensure that comments and recommendations are reflected on in annual monitoring reports, that action plans in response to external examiner comments are completed, and that responses are sent to external examiners (also see discussion in B3, paragraphs 104-106). Staff also explained that external examiner comments are considered in the annual self-evaluation document and associated quality improvement plan for higher education, which is received by AQSC and Academic Board. The team saw evidence of the receipt and consideration of this report in the minutes and associated papers of the Academic Board. [016; 18;131] Staff also provided evidence [140; 342] of the receipt of a report on external examiner comments to Academic Board in July 2021. Staff acknowledged that due to staff changes within the HE Registry and interruptions to the flow of business caused by the pandemic and national lockdown, no overarching institutional reports had been produced for the AQSC meeting in autumn 2019 or 2020, although a verbal report had been given in December 2019. Evidence considered and evaluated by the team elsewhere in this report (see B3, paragraphs 104-106) demonstrates careful use and full and serious consideration of external examiner comments, a systematic approach to action planning in response to their recommendations, and evidence of actions taken at programme and institutional level in response to external examiner comments. The team formed the view that although there has been an interruption in AQSC's role in the production and consideration of the institutional overview report on the findings of the external examiner reports, evidence of the scrupulous use of external examiner comments discussed in paragraphs 104-106, assured the team that effective institutional oversight of external examiner reports has been maintained.

15      The evidence reviewed confirms that the function and responsibility of the College governance structures, the HE Academic Board and its committees are clearly defined. The committee arrangements operate largely as intended, with appropriate membership and clear responsibilities, and meetings convening at intervals that enable timely oversight.

16      The College management organisational charts [003; 004; 306; 307] indicate clear roles and lines of responsibility for overall College leadership and for higher education leadership and management. The structure includes the post of Director of Higher Education, which has clearly defined responsibilities for the development and delivery of higher education at the College. [113 Director of HE Role Profile] The Director of Higher Education is managed by the Assistant Principal Curriculum (FE/HE) who reports to the Vice Principal Curriculum.

17      There have been a number of recent changes to the College's leadership and management team. A permanent Principal was appointed in April-May 2021 but resigned in August 2021 and was replaced with an interim Principal. [308] A new Vice Principal for Human Resources, a Vice Principal for Curriculum and a Vice Principal for Quality and Learner Experience were also appointed in May 2021. [VDAP Self-Assessment 115] A new chair of governors was appointed in December 2020. [308] In July 2021, the Director of Higher Education left the College to take up a position elsewhere. The College acted quickly to appoint a new Director of Higher Education, appointed on a fixed-term contract, who joined the College in August 2021. In their meeting with the team, senior staff at the College affirmed that although the newly appointed Director of Higher Education is on a fixed-term contract, the post will continue to be part of the management structure going forward. [M1

Senior staff meeting notes]

18      The College's new Executive Senior Leadership Team has recently made changes to the academic management structure, moving away from a departmental structure introduced in 2020 and creating Institutes of Learning. [307] Higher education is delivered in each of the institutes. The heads of institutes, formerly heads of departments, attend key higher education committees, such as AQSC, LTRSC, and HESEC. [120 Term of Reference for Committees]

19      The team's scrutiny of the CVs of current senior higher education management post-holders confirms that they have appropriate qualifications and professional experience to support their roles. [168, 169, 300] For example, the Director of Higher Education, appointed in August 2021, has extensive experience of senior leadership of higher education in colleges. [300] Both the Vice Principal Curriculum and Assistant Principal Curriculum FE/HE have experience of curriculum management and leadership in the college sector over many years. [168; 169]

20      In addition to the wider College structure and roles with responsibility for the leadership and management of higher education, the HE Registry, established at the time of the original foundation degree awarding powers scrutiny, continues to provide support for higher education. The Registry is responsible for the implementation and development of higher education quality assurance processes, secretariat support for higher education committees, internal validation and approval panels and the administration of examination boards and related administrative processes. [VDAP Self-Assessment 115] Staff of the Registry include the HE Quality Manager, a Senior Registry Officer, a Quality Officer, a Recruitment and Progression Manager, the Teaching and Scholarship Manager and two Student Engagement Officers. [005 Registry Structure] The team's scrutiny of the CVs of key Registry staff confirms that staff have appropriate professional experience and qualifications to support their roles. [170; 171; 172]

21      The evidence reviewed above indicates that there is appropriate depth and strength of academic leadership although several staff in the College are new to their leadership posts, and there have been recent structural changes. It is therefore difficult to state with certainty that the academic leadership will be effective in future but leadership and management roles are well defined, with clear allocation of responsibilities and reporting lines. Staff are appropriately qualified for their roles through a combination of relevant experience and academic achievement. Since being granted foundation degree awarding powers in 2016, the College has maintained the post of Director of Higher Education and the Assistant Vice-Principal FE/HE, as well as the dedicated HE Registry.

22      All institutional policies, procedures and relevant regulatory frameworks governing higher education are published on the staff portal, which is accessible to all members of staff. [28 Screenshot of Registry portal] Key policies, procedures and regulations are communicated to students during induction, [077] and student handbooks [050; 051] contain information on relevant policies and procedures, including academic regulations, assessment, complaints and appeals, equality and diversity. Students [M2] stated that they understood key policies relating to their studies such as those relating to academic misconduct and assessment; academic staff also confirmed that they were briefed on policy development and knew where to locate policies relevant to their work. [M4]

23      AQSC has responsibility for the development of academic policy; other committees also contribute to policy development through providing advice. [120 Terms of reference of all committees] Membership of committees includes heads of Institutes of Learning, academic and professional support staff, corporate services staff and student representatives, enabling collaboration with a wide range of staff and students in the

development and review of policy [120] Review dates are attached to each of the policies, together with the higher education manager responsible; in practice this is generally the Director of Higher Education, or HE Quality Manager. Each policy and set of procedures is assigned to one of the higher education committees for monitoring and review, normally the LTRSC or AQSC, some are assigned to Academic Board. For example, the policies on admissions [030] and appeals [125] are assigned to Academic Board; the Scholarship Policy to LTRSC [104]; and the HE Annual Programme Review Procedures [122] are assigned to AQSC.

24      Minutes of AQSC confirm the work of the committee in developing, reviewing and amending policies. [079; 331; 335] For example, the minutes of the meeting in March 2019 record a detailed discussion on proposed amendments to the College's Assessment Policy, and confirmed that the HE Quality Manager would be delivering staff development sessions on the amendments. The minutes also record that the external examiner who had raised the matter that led to the change would receive a copy of the amended policy. [331] The minutes of the Academic Board held in August 2020 [017] show presentation and discussion of policies introduced to ensure that students were not detrimentally affected by the national lockdown. The evidence considered by the team confirms that the College has a systematic approach to policy development, and that its academic policies were understood by staff and students.

25      Academic governance including all aspects of control and oversight of the College's higher education provision is conducted in partnership with its students. The College takes a strategic approach to the involvement of students in governance and the management of higher education. The Higher Education Strategy [118] includes student engagement as one of its strategic themes; the Enhancement Strategy [175] aims to enhance the student experience through undertaking projects to support student engagement with committees and participation in strategic decision-making; and the Learning, Teaching, Research and Scholarship Strategy [128] aims to foster staff and student collaboration in learning, research and scholarship.

26      Committee terms of reference and membership confirm that there is provision for student representation on a wide range of higher education committees including Academic Board and its subcommittees, [120 Committee terms of reference and membership] the Corporation Board and the Corporation's Standards Committee. Academic Board minutes for 2019, 2020 and 2021 showed consistent attendance by student representatives. [017; 019; 147; 149] Students who met the team included two student representatives who confirmed that they attended Academic Board and that they felt able to contribute to discussion. [M2]

27      The HE Student Engagement Committee (HESEC) considers the quality of the student experience at key points of contact within the organisation and makes recommendations to sustain or improve the quality of that experience. [120 Committee terms of reference] HESEC has broad membership and includes the Students' Union President, student representatives, the Student Engagement Officers, corporate services representatives and academic staff. HESEC meeting agendas and minutes seen by the team for 2019 and 2020 [48;164-166] include standing agenda items on the NSS and action plan, outcomes of module evaluations, complaints and appeals, and updates from corporate services representatives. The Committee is chaired by the Assistant Principal Curriculum FE/HE, and the Director of Higher Education and the HE Quality Manager are also members, enabling institutional oversight of the student experience.

28      The College provides other opportunities for student engagement, including a system of module evaluation, with four surveys undertaken throughout the year. [57] Regular reports on module feedback are made to HESEC and AQSC. [047 Review of Term 2

Feedback] Students [M2] showed good awareness of opportunities to express their views through formal channels and were able to provide examples of change resulting from feedback including, for example, the provision of library access for students who come into the College to study on Saturdays.

29      The College has also sought to enhance student engagement through the introduction in 2016 of the role of Senior Student Representative (SSR) [55 SSR Job Description] to support student engagement in policy and strategy. The SSRs receive an honorarium to support 'student to student' activities, including communicating change and providing feedback to groups and committees, attending committees, taking a significant role in the delivery of a student conference and advising on student matters. Students apply to be SSRs through an initial Expression of Interest form [56] and are provided with training by the Students' Union President on the requirements of the role. [176 SSR Training] The team met two senior student representatives who confirmed that they felt supported to undertake the role; the SSRs also described the work they had done in partnership with other students and staff to organise a student conference after having raised the idea at a student representative meeting. [M2; 053; 054] The team is of the view that students are engaged in the governance and management of higher education and that the College has been proactive in implementing ways of further developing and supporting student engagement.

30      The College delivers some of its foundation degrees using the provision of work placements and work-based learning at other organisations. For example, the Fd Young Children's Learning and Development programme [195 YCLD Programme Specification] requires students to undertake work placement in order to achieve professional skills learning outcomes, and to maintain sector endorsement of the programme with SEFDEY (Sector Endorsed Foundation Degree in Early Years Professional Association). [146] Placement learning is managed through the procedures outlined in the Employer and Mentor Handbook. [74] The procedures clearly set out the roles and responsibilities of the placement provider, the mentor and the student, as well as arrangements for the supervision and support of students while on placement. The team saw evidence of the monitoring of work placement arrangements at course level in the annual programme review reports of the Fd Young Children's Learning and Development. [088; 096] The team is of the view that arrangements for delivering learning opportunities through the provision of work placements are clearly outlined and oversight is maintained through the monitoring arrangements.

## Conclusions

31      The assessment team formulated its judgement against this criterion according to the process set out in the Guidance for Providers, in particular Annex 4.

32      The College has effective academic governance with clear and appropriate lines of accountability for its academic responsibilities. The College has an overarching strategy that addresses the further and higher education provision. There is a separate published Higher Education Strategy (2017-2022), aligned with the overarching strategy, that sets out the College's higher education aims and strategic direction. Both the College overarching strategy and the Higher Education Strategy are currently undergoing revision to provide direction for the future. The strategies are due for completion in March 2022 with a planned launch in the summer term. The current Higher Education Strategy is supported by underpinning strategies and policies that provide a comprehensive framework to support the College's higher education mission, aims and objectives. Institutional policies, procedures and relevant regulatory frameworks governing higher education are published on the staff portal, which is accessible to all members of staff.

33      The evidence reviewed by the team indicates that the higher education strategies and associated policies are consistently applied in the development and delivery of its

existing foundation degree provision.

34      The College governance structures are clearly articulated. In accordance with its articles of governance, the governing body, known as the Corporation, is responsible for the overall educational charter and mission of the institution and organisational governance. In 2020 the College established the Standards Committee, a specialist committee of the Corporation, chaired by the Higher Education Link Governor to oversee quality and standards in all areas of the College's provision, including higher education. The team saw evidence of regular reporting and debate on higher education at the Standards Committee and formed the view that the new arrangements were working well.

35      The College also has in place a well-established higher education committee structure with its own HE Academic Board. Evidence reviewed by the team confirms that the function and responsibility of the College governance structures, the HE Academic Board and its committees are clearly defined. The committee arrangements largely operate as intended, with appropriate membership and clear responsibilities, and meetings convening at intervals that enable timely oversight. The team noted a weakness in the role of AQSC in reporting on external examiner reports caused by an interruption in the business of the committee in 2019 and 2020. However, the team was assured from evidence reviewed elsewhere in this report that the College makes scrupulous use of external examiner comments and maintains effective oversight of external examiner reports.

36      There is appropriate depth and strength in academic leadership in that staff with responsibility for governance and the management of higher education come from a range of backgrounds, some having progressed internally and others having been recruited from other organisations, including other higher education providers. All have relevant sector experience and qualifications. The team notes that several staff in the College are new to their leadership posts, and there have been recent structural changes. It is therefore difficult to state with certainty that the academic leadership will be effective in future, although leadership and management roles are well defined, with clear allocation of responsibilities and reporting lines.

37      The College is proactive in engaging with its student body in respect of governance and regulation. Students are represented, for example, through the Senior Student Representatives and course representatives, on the HE Academic Board and its associated committees, and the Corporation's Standards Committee. Students who represent the student body are supported by the Students' Union and the College to undertake their roles. The team saw evidence of consistent attendance by student representatives at HE Academic Board and its committees. The assessment team concludes, therefore, that the criterion is met.

# Criterion B: Academic standards and quality assurance

## Criterion B1 - Regulatory frameworks

38      This criterion states that:

B1.1:      *An organisation granted degree awarding powers has in place transparent and comprehensive academic frameworks and regulations to govern how it awards academic credit and qualifications.*

B1.2:      *A degree awarding organisation maintains a definitive record of each programme and qualification that it approves (and of subsequent changes to it) which constitutes the reference point for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumni.*

39      The QAA team conducted an assessment of this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment for Variation and Revocation of Degree Awarding Powers (December 2019).*

### The evidence considered, and why and how the team considered this evidence

40      The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and the provider's submission as follows:

a      To assess whether the College's academic frameworks and regulations governing its higher education academic provision are appropriate for granting its own taught degrees and to understand where the responsibilities lie to ensure these continue to be appropriate, the team examined the Academic Regulations [29] and a number of policies relating to application of the Regulations. These included the Course Approval and Reapproval Process, [123] Admissions Policy, [30] Assessment Policy, [93] Marking and Moderation Procedure, [92] Approval of External Examiners, [82] Management of External Examiner Reports, [124] Annual Programme Review, [122] the HE Complaints Procedure [64] and the Student Handbook. [50,51] In addition, the team reviewed minutes of Academic Board, [17,19, 131] the Academic Quality and Standards Committee (AQSC) [132,152,154] and the Learning, Teaching, Research and Scholarship Committee (LTRSC). [156,158]

b      To understand and establish how the academic frameworks and regulations governing the College's HE provision are implemented fully and consistently, the team reviewed papers relevant to this area considered by Academic Board, [16-19,131,148,149,296,298,341,342,351] by the AQSC [78,79,132,151-154, 294, 295, 329- 336, 352] and by the LTRSC. [155,156,157,158] This included NSS outcomes, actions and follow-up, outline approval and full approval for new courses, complaints and appeals, retention data and action plan, internal student survey outcomes, and external examiner reports and feedback.

c      To identify how the College maintains definitive records of programmes and qualifications, the team considered programme approval documentation relating to programme specifications, [193-195] programme modifications at module level, [344-347] and in meetings with staff discussed the way in which a definitive record of approved programmes was kept. [M1,4,5]

d       To understand how certification of student achievement in the form of records and transcripts is managed, the team met with Registry staff. [M3]

## How any samples of evidence were constructed

41      All evidence submitted by the College in respect of this Criterion was considered by the team and provided sufficient information that no further sampling was undertaken.

## What the evidence shows

42      The assessment team's analysis of the evidence led to the following observations.

43      The College's regulatory framework for its foundation degrees [29 Academic Regulations] and associated policies and procedures provide an appropriate and comprehensive academic framework to govern the award of qualifications and credit up to Level 5. This is because the regulations and associated policies cover the full scope of principles, policies and procedures pertinent to its current higher education provision. The Academic Regulations [29] cover seven core areas: general higher education regulations; assessment regulations; award regulations; regulations relating to short courses and individual modules; governance, composition, authority and membership of boards and panels; appointment of external examiners; and regulations governing the conduct of examinations. The framework is underpinned by policies and procedures that enable the implementation of the Academic Regulations. These include programme approval (validation and revalidation) procedures; [123] annual programme review procedures; [122] the HE Assessment Policy; [093] the HE Admissions Policy; [30] procedures for the approval and management of external examiners; [82, 124] marking and moderation procedures; [92] procedures for HE appeals; [125] and the policy and procedure for HE complaints. [64] The regulations and associated policies are comprehensive because they clearly set out the rules and procedures to be followed for the delivery and award of credit and qualifications covering all aspects of programme approval, assessment, including academic malpractice, mitigating circumstances, processes for handling appeals and complaints, and classification of awards. The oversight of the implementation of the regulations lies with Academic Board and its subcommittees [120 Committee terms of reference] and implementation is managed by the HE Registry. [M1, M3]

44      The team saw evidence confirming the full and consistent application of the regulatory framework and associated policies and procedures. For example, external examiner reports [084; 085; 090; 091; 285-288] comment positively on the operation of examination boards and the application of award regulations. The team also saw evidence of the consistent application of regulations and procedures in other areas such as in relation to course approval, assessment, and academic appeals (see B3).

45      The College has a dedicated higher education quality infrastructure to monitor and oversee the implementation of academic regulations, policies and procedures. The College maintains a definitive record of each programme and qualification that it approves through the HE Registry's use of standardised programme approval documentation to manage the validation and modification process as set out in the Guidance on Programme Approval (Validation and Revalidation). [123] There are standard templates for programme and module specifications which record definitive information such as the intended learning outcomes, assessment approaches, and the teaching and learning strategies of modules and programmes. The team's review of a recent course approval event for the Fd Health Exercise and Lifestyle [034; 035] programme confirms the use of the standardised documentation as definitive records of programmes and modules. The approved module and programme specifications are used in the content of information to students regarding the delivery and assessment of courses. For example, module handbooks provided to students

contain details of the approved module descriptors, which include details of teaching and learning strategies, assessment processes and learning outcomes. [240-250] The approved course content, teaching and assessment strategies contained in the programme, and module specifications form the basis of monitoring and review through the annual programme review process and through periodic course review undertaken every five years as described in the Annual Programme Evaluation Procedure. [122] The team also saw evidence of the consideration and approval of minor modifications to programme modules in the minutes and associated papers of the Planning and Resources Committee. [160-162; 344-347; 348] The Senior Registry Officer maintains the definitive documentation of every programme and keeps a register of modules and programmes, which details dates of approval and modification. [M3]

46      During the course of the assessment, the assessment team noted an apparent discrepancy between the information contained in some current programme specifications [188; 190; 191; 193] regarding the role of work placement in teaching and assessment and the experience of students, which indicated that students were not undertaking work placement but were instead undertaking live briefs and projects provided by employers. The team discussed this issue during their meeting with professional services and Registry staff. [M3] Staff explained that a combination of circumstances, including the effects of national lockdown and lack of placement opportunities in some sectors, had necessitated finding alternative methods to develop students' learning and assess the approved learning outcomes of programmes. This had led, for example, to using the hours allocated to placement, as described in the programme specification, for students to undertake projects for employers rather than going out on placement. Staff acknowledged that the relevant section of the programme specification had not yet been updated to reflect the change in teaching approach. [M3] External examiner reports are positive about the assessment arrangements for the work-related elements of the programmes, and the work-related opportunities available to students on programmes to achieve the required learning outcomes. [084; 085; 090] The team considered that definitive records of programmes are generally maintained and are clearly used as the reference point for the delivery and assessment of programmes. The team was of the view that the failure to update programme specifications was not indicative of a wider breakdown in the maintenance of up-to-date records of qualifications and was satisfied that it would not happen again.

47      Students are provided with records of study in the form of a transcript which includes the full name of the student, mode of study, list of modules studied, examination board decisions and grades, credit and awards achieved. [112] Records of study, assessment grades and examination board decisions are kept securely using Promonitor (learner monitoring system software), which produces documents for examination boards and student transcripts. The team saw an example of an award achieved template provided to a student [112] that was consistent with the College's requirements and was satisfied that students are provided with records of study.

## Conclusions

48      The assessment team formulated its judgement against this criterion according to the process set out in the Guidance for Providers, in particular Annex 4.

49      The College's Academic Regulations and associated policies provide a comprehensive framework to govern the award of qualifications and credit. The framework and regulations for the delivery of its provision cover the full scope of policies, principles and procedures appropriate to its current higher education provision, including the approval, monitoring and review of degree programmes, admissions, use of credit, regulation of assessments, the award of qualifications, the appointment of external examiners, and appeals and complaints. The regulations and associated policies are approved by the

College's higher education Academic Board. The team saw evidence of the consistent application of the academic regulatory framework and associated policies and procedures.

50      The College maintains definitive records of each approved programme in the form of programme and module specifications, which are used as the basis for the delivery and assessment of each programme and are used as reference points in the course review process. Students are provided with information about their programmes in course and module handbooks, which contain the up-to-date module specifications and assessment strategies. The team noted that some programme specifications had not been updated to reflect changes in the delivery of work-related learning. Staff explained that the changes were to do with the difficulties faced by some programmes in obtaining work placements for students due to national lockdown and lack of suitable placements in some industries, and the necessity of finding alternative ways of delivering work-related learning.

51      The College maintains a definitive record of each programme and qualification that it approves and which are held in a secure part of the College's online document management system, overseen and managed by the HE Registry. The Director of Higher Education manages access to programme records kept on the system. Processes are in place through annual monitoring and periodic review to ensure that definitive programme documentation is maintained and updated. Students are provided with records of study. The assessment team concludes, therefore, that the criterion is met.

# Criterion B2 - Academic standards

52      This criterion states that:

*B2.1    An organisation granted degree awarding powers has clear and consistently applied mechanisms for setting and maintaining the academic standards of its higher education qualifications.*

*B2.2    Organisations with degree awarding powers are expected to demonstrate that they are able to design and deliver courses and qualifications that meet the threshold academic standards described in the Framework for Higher Education Qualifications (FHEQ). Organisations with degree awarding powers are expected to demonstrate that the standards that they set and maintain above the threshold are reliable over time and reasonably comparable to those set and achieved by other UK degree awarding bodies.*

53      The QAA team conducted an assessment of this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment for Variation and Revocation of Degree Awarding Powers (December 2019).*

## The evidence considered, and why and how the team considered this evidence

54      The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and the provider's submission as follows.

a       To establish how the College ensures that its higher education qualifications are offered at levels that correspond to the relevant level of the Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies, the team reviewed Guidance on Programme Approval (Validation and Re-Validation), [123] representative samples of a Planning Approval pro forma, [204] Stage 1 [041] and Stage 2 Validation Approval Reports, [042,293] all programme specifications of delivered programmes, [034,036,073,186-195] representative sample of module specification templates [037] and module handbooks. [239-251,279,280]

b       To determine how the College takes appropriate account of relevant external reference points and independent points of expertise in setting and maintaining academic standards, including students, the team reviewed Guidance on Programme Approval (Validation and Re-Validation), [123] a representative sample of Stage 2 Validation Approval Reports, [042] examples of programme planning approval forms, [038] external review of proposals, [099] Stage 1 Approval minutes, [041] Academic Board minutes and terms of reference, [016,120] and SEFDEY Endorsement. [146]

c       To assess whether the College's programme approval arrangements are robust, applied consistently, and ensure that academic standards are set at a level which meets the UK threshold standard for the qualification and are in accordance with its own academic frameworks and regulations, the team considered the Programme Approval Handbook, [123] Approved FD Programme documentation, Approval Reports from representative sample of six new programmes with their records of approval, [016 p.80-152] Planning Approval Template 2019, [038] FD Health, Exercise and Lifestyle - Stage 2 Validation Approval Report - 26.03.20, [040] minutes of Stage 1 Panel - FD Photography - 20.05.20, [041] FD Photography - Stage 2 Validation Approval Report. [042]

d       To verify that credit and qualifications will be awarded only where the achievement of relevant learning outcomes has been demonstrated through assessment, and both the UK threshold standards and the academic standards of the College have been satisfied, the team reviewed the Academic Regulations, [029] programme specifications, [034,0035,036, 186-197] Assessment Strategy, [93] and external examiner reports. [084-091]

e       To test if its programme approval, monitoring and review arrangements are robust, applied consistently and explicitly address whether the UK threshold academic standards are achieved and whether the academic standards required by the individual degree awarding body are being maintained, the team reviewed Guidance on Programme Approval (Validation and Re-Validation), [123] HE Annual Programme Evaluation Procedure, [122] annual monitoring reports, [085-89] the Quality Development Cycle, [057] the notes of the student meeting, [M2] external examiner reports, [84-91,185-288] and the College's NSS analysis. [058-59]

f       To identify the College's use of appropriate external and independent expertise in establishing, and then maintaining, threshold academic standards and comparability of standards with other providers of equivalent level qualifications, the team reviewed College HE Advisory Group membership, [002] Academic Board minutes, [016; 019] Programme Proposal Background document pro forma for Criminology with Psychology, [099] programme approval reports, [040; 293] external examiner reports, [84-91,185-288] Health and Social Care Placements Working Group minutes - 20 May 2021, [043] Absolutely Cultured Steering Group Agenda 2, [044] Fd Cosmetic Aesthetics programme specification, [197] SEFDEY Sector Endorsement Certificate, [146] list of staff external examiner roles and external panel membership. [198]

## How any samples of evidence were constructed

55      All evidence submitted by the College in respect of this Criterion was considered by the team and provided sufficient information that no further sampling was undertaken.

## What the evidence shows

56      The assessment team's analysis of the evidence led to the following observations.

57      The College's Academic Regulations [029] set out the principle that higher education awards will be allocated to the appropriate level in the Frameworks for Higher Education Qualifications of UK Degree Awarding Bodies (FHEQ), meet the expectation of the UK Quality Code for Higher Education (the Quality Code) and take account of relevant external reference points including subject benchmark statements and professional regulatory requirements. The Guidance on Programme Approval (Validation and Re-Validation) [123] sets out the principal mechanisms through which the College ensures its foundation degrees are offered at levels that correspond to the relevant levels of the FHEQ. The guidance describes mechanisms and documentary requirements for the design and approval of courses and includes direction to course teams to take account of the FHEQ and external reference points in the design of learning outcomes and to engage in consultation with employers and external academics in the programme development process. The guidance on the operation of programme validation specifically requires panel consideration of programme alignment with FHEQ levels and how the curriculum enables progression and the credit values of modules and award. The College's process for the approval of new programmes consists of three formal stages: planning approval; a Stage 1 internal panel; and a Stage 2 validation panel involving external members. The guidance [123] also describes mechanisms for revalidation (periodic review) of courses, which takes place every

five years and includes engagement with external examiners and employers in the evaluation of the programme through feedback and membership of revalidation panels. The team considers that the academic regulations [029] and course approval and review procedures [123] set out clear rules and mechanisms for setting and maintaining academic standards of the College's higher education qualifications.

58      Programme specifications [034,036, 073,186-195] and module specifications [035,037, 073] relating to the College's current foundation degree programmes demonstrate that programme intended learning outcomes clearly reflect the descriptor for a higher education qualification at Level 4 or 5 in the FHEQ. Similarly, they specify the credit value for the award and each module. External examiners' reports [084-091,285-288] confirm that the academic standards set are appropriate for the awards and that the programmes are delivered and assessed at levels that correspond to the relevant levels of the FHEQ. The team considered that the evidence from the programme specifications and external examiner reports confirms that qualifications are offered at levels that correspond to the relevant levels of the FHEQ.

59      The Guidance on Programme Approval (Validation and Re-Validation) [123] describes how, when setting academic standards and developing learning outcomes during programme design, programme teams refer to external points of reference including the Foundation Degree Characteristic Statement and relevant subject benchmark statements, the FHEQ and the Quality Code. [123,016 p.150] The documents prepared for programme approval seen by the team include details of the reference points used. For example, the programme specification prepared for the recently approved Fd Health, Exercise and Lifestyle [034] includes references to the Health Studies Subject Benchmark Statement (2019), the Foundation Degree Characteristics Statement and the Quality Code.

60      Additionally, the Guidance on Programme Approval (Validation and Re-Validation) [123] identifies other relevant external reference points programme teams must take into account including national occupational standards, sector skills, professional, statutory and regulatory bodies (PSRBs), employers, apprenticeship standards, and students. The team saw examples of the use of these external reference points in programme design. For example, the programme specification for the proposed Fd Cosmetic Aesthetics states that it uses the National Occupational Standards 'Beauty Therapy Advanced Practices (2021)' as a base for the curriculum. [197] Other examples include the certificate of endorsement and subsequent report for the Foundation Degree in Young Children's Learning and Development by SEFDEY [146], and the Fd Sound Design for Media application for JAMES (Joint Audio Media Education Support) accreditation, [016 p.127] which demonstrate that programmes take appropriate account of relevant external points of reference. The external examiners' reports on the quality of students' work, their knowledge and skills (both general and subject specific) are positive in relation to the alignment of programmes to external industry standards. [084-091,285-288] The team agrees that the College demonstrates that it is able to design and deliver courses that meet the threshold academic standards described in the FHEQ.

61      Teaching staff [M4] also provided examples of the ways in which they draw on their own professional networks, employer links, conversations with external examiners, conference attendance and scholarly activity, as well as feedback from students when designing and modifying their programmes to ensure that the curriculum reflects industry standards and best practice. Students are represented on the Academic Board and Academic and Standards Committee [120 Committee terms of reference] and so have the opportunity to comment on the final Programme Approval Reports.

62      In addition to the use of reference points and the use of external expertise in programme design, the Guidance on Programme Approval (Validation and Re-Validation) [123] also states that the Stage 2 approval panel should contain external academic members and an employer representative. The team saw evidence of the involvement of independent external expertise in the validation process. For example, the Stage 2 validation panel list contained in the report of the validation event for the Fd Criminology [039] confirms the attendance of external academic members and employer representatives. Additionally, the validation event report demonstrates that programme approval meetings are chaired by a senior manager outside of the department requiring approval to maintain independence. The team formed the view that in the setting of academic standards the College takes appropriate account of external points of reference and independent points of expertise.

63      The Guidance on Programme Approval (Validation and Re-Validation) [123 p.35] details the arrangements for programme approval, which includes initial planning applications reviewed by the HE Planning and Resources Committee, Stage 1 internal panel with recommendations, and the Stage 2 validation event with externals. The team saw evidence of the consistent application of these procedures in the planning approval templates submitted to the Planning and Resources Committee for Fd Dance and Fd Health, Exercise and Lifestyle, [038; 204] the minutes of the Stage 1 panel for the Fd Photography, [041] and the Stage 2 validation reports on the Fd Health, Exercise and Lifestyle [040] and the Fd Photography. [042] The report of the Stage 1 programme approval for Fd Photography [041] is detailed, recording consideration of admissions criteria, teaching, learning and assessment strategies, programme content and learning outcomes. The Stage 2 validation report [042] confirms the presence of two external academics and one independent industry expert on the validation panel, as required by the approval guidance, and records detailed consideration of programme content, modules and their suitability to deliver the aims and learning outcomes for the course. Academic Board receives validation reports as part of the final approval process. The agenda and associated papers for the Academic Board meeting in August 2020 [016] and the minutes of this meeting [17] show that the final approval report for the Fd Photography was presented to the meeting. The College has developed appropriate standard template documents to support each stage of its approval and validation process and to promote consistency in the application of validation arrangements. The team formed the view that the College's programme approval procedures are robust, consistently applied and ensure that academic standards are set at an appropriate level.

64      The College's Higher Education Academic Regulations 2020/21[029] contain its HE Academic Framework which specifies the range of qualifications and volume of credit required for each award. This framework complies with the FHEQ. These comprehensive regulations [029] make it clear that awards may only be made at levels consistent, and fully in accordance, with those set out in the FHEQ. Learning outcomes must, at least, match relevant parts of the appropriate level descriptor and the award will be granted only when achievement of the relevant learning outcomes of the module and/or programme have been through appropriate assessment. Programme specifications [034,036,186-195] clearly state the intended learning outcomes for each level of the award of a named foundation degree. Module handbooks similarly state learning outcomes for each module, linked to overall programme outcomes. [240-250]

65      The HE Assessment Policy [093] and the Marking and Moderation procedures [092] provide guidance for staff on the development of effective assessment practices to support the implementation of the College's regulatory framework for the award of credit and qualifications. The team reviewed the assessment and verification process in operation across a random sample of modules at Level 4 and 5 to test alignment of practice with policy (see paragraphs 98-99 in B3). The sample seen confirmed that the assessment processes set out in the Assessment Policy [093] and Marking and Moderation procedures [092] were

closely and consistently followed by staff, ensuring that learning outcomes were assessed to the appropriate standard. The Board of Examiners is tasked with oversight of the award of credit and qualifications following assessment. The external examiners' reports [084-091; 285-288] and the minutes of the Board of Examiners [203] confirm that appropriate standards are set for the awards and that credit and qualifications are awarded only where the achievement of relevant learning outcomes has been demonstrated through assessment.

66      The HE Annual Programme Evaluation Procedure [122] underpins the College's approach to annual monitoring of programmes within its Quality Development Cycle. [057] The monitoring arrangements [122] require programme teams to reflect on and evaluate the programme's previous year's operation and to complete a standardised annual monitoring report template. [085-089] Completed annual monitoring reports [085-89, 133-135] do not explicitly comment on academic standards. However, the review process is evidence-based, drawing on external examiner comments regarding assessment and standards and student performance data, as well as evaluating the effectiveness of teaching, learning and assessment strategies in enabling students to demonstrate programme learning outcomes. The associated Programme Quality Enhancement Plans [085-089] identify actions, with timelines and responsibility clearly identified, in response to issues raised by external examiners, as well as actions identified by programme teams. Overall, the annual monitoring reports and the associated enhancement plans demonstrate that the College annually monitors issues that can affect the academic standards of its courses. The annual monitoring process is overseen by the HE Quality Manager and reported to the AQSC [132; 152; 154] and Academic Board. [016]

67      The Guidance on Programme Approval (Validation and Re-validation) [123] sets out procedures for the periodic review of the College's foundation degree programme every five years. At the time of the assessment no periodic review events had taken place and so it was not possible to evaluate the effectiveness of the process. The first 're-validation' is scheduled for February 2022. [299] The team did see evidence of the revalidation of provision developed in partnership with the Open University in the example of the Programme Revalidation Approval Report for the BA (Hons) Architecture in 2018. [327] The report demonstrates rigorous deliberation drawing on student, external and internal academic feedback, as well as a range of documentary evidence including programme and module specifications, student handbook, assessment policy, staff CVs, and a tour of facilities. Detailed feedback was provided to the course team. The report [327] concludes that the course continues to meet standards for an award of the level concerned. The team also saw evidence in the report [324] of the College's participation in an institutional review in 2021 to be reapproved as a validated centre for the delivery of teacher education programmes in partnership with the University of Huddersfield. The report, which is evidence based and includes external academic and student feedback, records a successful outcome for the College. [324] Although the team was unable to see evidence of the periodic review of the College's foundation degrees as the first of these is not due to take place until 2022, the evidence relating to the College's annual programme monitoring and participation in periodic review events with its awarding bodies confirm that review arrangements are robust and address academic standards.

68      The College makes use of appropriate external and independent expertise in establishing and then maintaining academic standards in a number of ways. For example, the programme proposal background document, which accompanies programme validation submissions, requires programme teams to detail employer consultation in the development of the proposal. The proposals seen [016; 099; 205] demonstrate consultation with independent expertise during programme development. For example, the Fd Criminology with Psychology programme team consulted with 10 employers in its development with comments on curriculum and current issues. [099] The Guidance on Programme Approval

(Validation and Re-Validation) [123] requires programme approval panels to have independent external members. Stage 2 validation reports confirm the presence of external members on approval panels. For example, the Stage 2 programme approval report for the Fd Photography [042] confirms the attendance of two external academics from UK higher education providers and one external industry expert, as panel members.

69      The College appoints external examiners for all its foundation degree provision. The Academic Regulations [029] state that external examiners are expected to advise and make recommendations on whether the programme is maintaining threshold academic standards, confirm that the assessment process is conducted rigorously, and confirm that student performance and achievement is consistent with those on comparable programmes. External examiners' reports scrutinised by the team for 2019-20 for the College's foundation degrees [085-091; 285-288] confirm that the standards are appropriate for the award, align with the subject benchmarks and qualifications framework as set out in the programme specification and that the quality of students' work is comparable with their peers. The evidence examined by the team showed that the College takes appropriate account of comments and recommendations by external examiners and that analysis of this feedback on the College's foundation degrees is considered by programme teams in the annual programme monitoring and action planning process, and is overseen at institutional level by the HE Quality Manager and the Director of Education (see paragraphs 104-106 B3). Senior staff [M1; M5] explained that the Royal Institute of British Architects (RIBA) had withdrawn its accreditation of the BA(Hons) Architecture course. [313 Report of the RIBA visiting board to Hull College, 2019] The report cites shortfalls in systems, resources and staffing required to uphold standards and the students' learning experience to meet RIBA requirements. The College's response to the RIBA report is discussed in Criterion E, paragraph 183.

70      The team determined that in establishing and then maintaining academic standards, the College makes use of appropriate external and independent expertise.

## Conclusions

71      The assessment team formulated its judgement against this criterion according to the process set out in the Guidance for Providers, in particular Annex 4.

72      The College has clear, consistent and effective mechanisms for setting and maintaining the academic standards of its higher education programmes through course approval, annual course review and periodic review. These processes are set out clearly in the Guidance on Programme Approval (Validation and Re-validation) and the HE Annual Programme Review Procedures, which require that the processes of setting and maintaining academic standards takes appropriate account of relevant external reference points, independent external expertise and student feedback. The examples of foundation degree course approvals undertaken since the granting of FDAP in 2016 demonstrate that the College procedures are applied consistently taking account of external reference points and drawing on independent external academic and employer input.

73      The College guidance on periodic review (revalidation) of its foundation degrees is that this should be undertaken every five years. The team was unable to look at evidence of periodic review processes because the first of such events is not scheduled until February 2022.

74      The team's scrutiny of course documentation, which defines the characteristics and learning outcomes of the College's foundation degrees, confirms that it offers qualifications at levels that meet the threshold academic standards described in the FHEQ. External examiner reports confirm that appropriate standards are set for the awards and that these are reliable over time and are reasonably comparable to those set and achieved in other UK

degree awarding bodies. The team noted the loss of RIBA accreditation of the College's architecture programmes in 2019 which is discussed in Criterion E, paragraph 183.

75      There are comprehensive regulations relating to the award of academic credit and qualifications. The evidence relating to the assessment of students and external examiner comments on the conduct of assessment boards demonstrates that the regulations are consistently applied and that credit and qualifications are only awarded where students have achieved the relevant learning outcomes.

76      External examiners provide a key source of external and independent expertise in the College's mechanisms for monitoring and maintaining academic standards. The evidence confirmed systematic use of external examiner reports in annual programme review and that recommendations from external examiners are addressed to support the maintenance of standards. The assessment team concludes, therefore, that the criterion is met.

## Criterion B3 - Quality of the academic experience

77      This criterion states that:

B3.1    *Organisations with degree awarding powers are expected to demonstrate that they are able to design and deliver courses and qualifications that provide a high quality academic experience to all students from all backgrounds, irrespective of their location, mode of study, academic subject, protected characteristics, previous educational background or nationality. Learning opportunities are consistently and rigorously quality assured.*

78      The QAA assessment team conducted an assessment of this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment for Variation and Revocation of Degree Awarding Powers (December 2019).*

### The evidence considered, and why and how the team considered this evidence

79      The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and the provider's submission as follows:

a       To understand the College's regulatory approach to the design of courses and qualifications that provide a high quality and inclusive academic experience to all students, the team first reviewed the College VDAP Self-Assessment. [115] The details of the start of the design process were then verified in practice by reviewing examples of Application for Planning Approval [038 and 204] and the terms of reference of the Planning and Resources Committee. [120]

b       The documentation provided to the Stage 1 and 2 panels was reviewed to consider how the College operates the curriculum design and development process. This included the background documents for FD Criminology with Psychology [099] and FD Musical Theatre with Contemporary Practice, [205] the programme specifications for FD Health, Exercise and Lifestyle, [034] FD Three-Dimensional Design, [036] FD Photography, [190] and FD Fashion and Textiles [190]. Similarly, minutes from Stage 1 and 2 panels [041, 042] were reviewed to understand the effectiveness of the deliberation at stages 1 and 2 as part of the approvals process.

c       To determine how staff are informed of, and guided around, the processes for curriculum design and development, the team considered the College's HE Guidance on programme Approval 2020-21 (validation and re-validation). [123] The agenda [016] and minutes [018a] of HE Academic Board were also considered to see if the final part of the approval process operates as described.

d       The HE Learning, Teaching, Research and Scholarship Strategy 2017-22 and [128] the College's HE Strategy 2017-22 [118] were considered to understand the College's strategic approach to learning and teaching. The terms of reference [120] and minutes of The Learning, Teaching, Research and Scholarship Committee [095] were scrutinised to understand how the strategy is reviewed and how the College implements and facilitates a high-quality student experience. Annual reports to the HE Academic Board for 2017-18 and 2018-19 [207, 208] were examined to enable a consideration of the consistency of approach in meeting the College's academic objectives.

e       To understand how the College maintains physical, virtual and social learning environments that are safe, accessible and reliable for every student, promoting

dignity, courtesy and respect in their use, the team considered the College's annual Self-Assessment Reviews for the academic year 2018-19 [290] and 2019-20, [031] together with the approved Access and Participation Plan, [033] the Single Equality Scheme, [216] Equality and Diversity Statement, [217] the Safeguarding Children, Young People and adults at Risk Guidance and Procedures, [215] and the HE Student Induction Checklist. [077]

f  To determine how students are enabled to monitor their progress and further their academic development, the team scrutinised the HE Learning, Teaching, Research and Scholarship Strategy 2017-22, [128] a Position Statement from September 2020 [209] on the development of the College's digital infrastructure, [209] sample notes from Promonitor, [71] tutorial records [214] and the College's HE Tutorial Policy. [284]

g  The HE Academic Regulations [029] were reviewed to understand the academic governance framework underpinning assessment. The HE Assessment Policy [093] and HE Marking and Moderation Procedure, [092] and the HE Accreditation of Prior Learning (APL/APEL) Procedure [126] were also reviewed to understand the principles and processes underpinning the College's assessment practice to determine if they are valid and reliable and enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought.

h  The Level 4 Academic Skills Fd shared module, [243] sample Promonitor notes [71] and tutorial records [214] were reviewed to understand how staff and students engage in dialogue to promote a shared understanding of the basis on which academic judgements are made, and to consider how students are facilitated to develop good academic practice. The HE Procedure for Unfair Means of HE Programmes (p87) which is part of the Academic Regulations [029] and a sample of Module Handbooks [239, 240, 241, 242] were scrutinised to see how the College operates processes for preventing, identifying, investigating and responding to unacceptable practice.

i  To understand the College's processes for marking and moderation and to determine if these are clearly and applied consistently, the HE Marking and Moderation Procedure, [092] samples of the second marking records [292] for the Crime Culture and Social Change module from FD Criminology, the Self-initiated Photography Practice and Client Projects modules from FD Photography and Filmmaking, and the Academic Skills module from FD Young Children's Learning and Development as well as examples of feedback on student work [281, 282] were reviewed.

j  To consider the consistency of assessment practice in operation, the team scrutinised External Examiner Reports for 2019-20 for FD Fine Art, [090] FD Fashion and Textiles, [091] FD Young Children's Learning and Development, [287] FD Construction Management, [288] FD Creative Music Production [285] and FD Photography and Filmmaking. [286] Also scrutinised were examples of student work, [281. 282] Module Handbooks for Professional Practice 2 of the FD Graphic Design and Illustration programme for 2020-21 [100] and a further sample of module handbooks, [239, 240, 241, 242] as well as a staff professional development session in July 2018. [202]

k  To see how the organisation manages and uses external examiner feedback, the team considered the College's HE Academic Regulations, [029] external examiner reports [084, 090] and annual monitoring reports, [084, 085, 087] together with the

HE Procedure for the Management of External Examiner Reports. [124] A paper to HE Academic Board on Annual Monitoring and External Examiner Reporting [140] and minutes from deliberative committees [140, 132, 294, 295] were examined to understand how the College considers external examiner feedback holistically.

l    To determine how the College uses the comments and recommendations contained in reports and whether these responses are timely and considered, the team scrutinised annual monitoring reports [085,087, 084] with embedded responses to external examiners and actions within associated Quality Improvement Plans along with the extracted responses to external examiners. [141, 142. 143, 144, 145]

m    To understand the College's procedures for handling academic appeals and student complaints about the quality of the academic experience and to determine if these are fair, accessible and timely, the team reviewed the College VDAP Self-Assessment, [115] the Higher Education Complaints Policy and Procedure, [064] the OIA Annual Statement for 2020, [114] the Award Achieved Exam Board template letter, [112] the College Procedure for Higher Education Academic Appeals, [125] HE Academic Board minutes of August 2020, [149] HE Student Handbooks for the Faculty of Arts [050] for 2020-21 and for the Faculty of Management, Health and Technology for 2020-21, [051] the Procedure for Higher Education Appeals, [125] and minutes from October 2020 and March 2021. [212, 213]

n    To consider how the procedures for handling academic appeals and student complaints are used to enable continuous enhancement, the team reviewed the HE Academic Board minutes. [149,131,148]

## How any samples of evidence were constructed

80    The team reviewed a sample of internally verified assessment briefs, the associated students' assessed work and marker feedback on students' assessed work from one randomly selected module at Level 4, and one randomly selected module at Level 5, from four randomly selected foundation degree programmes delivered in 2020-21.

## What the evidence shows

81    The assessment team's analysis of the evidence led to the following observations.

## Design and approval of programmes

82    The Guidance on Programme Approval 2020-21 (Validation and Re-validation) [123] clearly sets out the College's expectations for course development, which include alignment with external reference points such as the FHEQ and engagement with external stakeholders. The programme approval process includes a number of stages: strategic planning in the form of an application for planning approval overseen by the Planning and Resources Committee and the Academic Board; programme development with student and employer engagement; internal scrutiny by a College programme approval panel (Stage 1 panel); and a final approval stage (Stage 2 panel) involving external scrutiny by a panel that includes independent external academic expertise and employers. [123] The Guidance on Programme Approval (Validation and Revalidation) [123] provides information for internal and external panel members on their role and what aspects of the proposed provision will be explored during the validation process. The Guidance also contains clear information to course teams on the development and approval process, including explanation of the stages involved, the use of external reference points in course design, the necessity of consultation with employers, expectations in relation to course structure, and documentary requirements

for final approval. The team considered that the Guidance on Programme Approval 2020-21 [123] clearly assigns responsibility for approving new programmes, including the involvement of external expertise and that staff are informed of, and provided with guidance and support on, programme approval procedures and their roles and responsibilities in relation to them.

83    The first stage of the course approval process is planning approval and the example of the Application for Planning Approval for Fd Health, Exercise and Lifestyle [038] demonstrates that this is a well-structured process, which includes detailed initial market analysis and plans for recruitment and anticipated location of delivery. The template includes spaces to note the outcome of its presentation at the Planning and Resources Committee, plus signed approval by the Marketing Manager, the Director of Higher Education and the Assistant Principal Further and Higher Education. The Application for Planning Approval for Fd Dance [204] similarly evidences market, recruitment and development analysis and clear recording of approval by the signatures of the Director of Higher Education and the Assistant Principal Further and Higher Education.

84    The terms of reference for the Planning and Resources Committee, [120] chaired by the Assistant Principal Further and Higher Education, have the effectiveness of the learning and teaching infrastructure central to its remit. Membership includes staff from the library, Data Services, ICT and the Director of Infrastructure and Facilities. The minutes and associated papers of the Planning and Resources Committee held in October 2019 [162] confirm receipt and consideration of the planning application for Fd Health, Exercise and Lifestyle, and the Fd Dance. The team considers that clear links are maintained between learning support services and the College's initial programme approval processes.

85    Stage 1 and 2 programme approval panels receive several documents for review to assist in their deliberation and judgement. These include a background document, the programme specification and module specifications. The background document for the Fd Criminology with Psychology [099] for a planned start date of September 2019 is a comprehensive document which utilises a centralised College template ensuring consistency of approach. It provides clear and structured detail on the rationale and market demand for the programme, the admissions criteria and recruitment strategy, and an evaluation of the currency of the programme aligned to developments in the subject area, in professional practice or external benchmarks. There is a summary of the 'outcomes of the internal audit of physical resources to support the programme, including library resources, multimedia resources, workshop space, and any specialist accommodation or facilities'. Additionally, consideration of the arrangements for student guidance, support and advice including opportunities for personal development is required. There is also evidence of student consultation in the design with proposed arrangements for a new programme being discussed with a focus group of four students. The team considers that effective consideration of learning support services is integral to programme design and development.

86    The background document for the FD Musical Theatre with Contemporary Practice, [205] also with a planned start date of September 2019, utilises the same template as that for Fd Criminology with Psychology, evidencing consistency of approach. However, the section on evaluation of the currency of the curriculum in the light of developments in the subject area, of subject benchmark statements and developments in professional practice lacks detail and focuses more on the overarching aims of the programme. The document notes that links have been established with the local fringe theatre communities and employment sectors requiring performers within differing contexts, such as role play work and educational purposes to help facilitate work-related learning.

87        The programme specification for FD Health, Exercise and Lifestyle, [034] validated in March 2020, evidences a clear vocational context for the programme, including an Enterprise and Employability module. External reference points used in programme design include the Subject Benchmark Statement for Hospitality, Leisure, Sport and Tourism (2008) and the Subject Benchmark Statement for Health Studies (2019). The programme specification for FD Three-Dimensional Design [036] is similarly structured and clear. The document details engagement with relevant and current external reference points including the History of Art, Architecture and Design Subject Benchmark Statement (2017) and the Art and Design Subject Benchmark Statement (2017).

88        The Programme Approval Report: Stage 2 [042] of FD Photography on 17 June 2020 shows both internal College members and relevant and appropriate external panel membership of a senior lecturer in Photography from the University of Chester, a post-doctoral supervisor from Bournemouth University and an industry expert. The Chair was the then Assistant Principal, Higher Education. The panel also included the College HE Librarian. The report on discussions between the panel and the programme team is thorough, encompassing the rationale and demand for the programme, the content and design, including reference to the FHEQ and subject benchmark statements, strategies for teaching learning and assessment, and resources and staffing. Strong alignment with industry needs is evidenced through discussion around placements and client projects. The panel concluded that the programme should be approved subject to 14 conditions, several of which it noted had not been fully addressed from Stage 1, despite a deadline of 3 June 2020 for these to be completed. Some of the conditions relate to the overarching design of the programme, including that to 'revise and enhance the aims and objectives, in order to ensure that they replicate the structure, plan, rationale and content of the programme'. The report notes that the conditions must be addressed to the satisfaction of the Chair. The HE Quality Manager and Director of Higher Education were able to confirm [M3] that when conditions are identified the process is that full minutes are sent to the programme team, who then review the minutes and conditions, produce their response and report back. Revised documents are then circulated to the Chair to scrutinise, then passed to Registry, and only then does it go to the next stage. If anything remains outstanding after this process it becomes a condition for Stage 2, which is in keeping with the College policy. Staff noted that failure of staff to engage with conditions would lead to the process being stopped by the Director of Higher Education. As part of the final approval process, reports are received by HE Academic Board. The agenda [016] and minutes [018a] show that the Final Approval Report for FD Photography was presented at the meeting on 27 August 2020. Review of the coherence of the programme structure by the Approval Panel is part of the programme approval procedure, [123] and examples of clear curriculum maps within the programme specification were seen for the Fd Three-Dimensional Design [036] and the Fd Health, Exercise and Lifestyle. [034] These maps identify where each intended learning outcome of the programme is covered within the modules, to ensure that all areas of knowledge and understanding of the subject, cognitive skills, practical and/or professional skills are delivered.

89        In their scrutiny of documents presented to the approval panels, the team noted that the programme specifications for Fd Three Dimensional Design [036] validated in 2019, and the Fd Fashion and Textiles [190] validated in 2018, require students to engage in work placement for a certain number of hours as part of their programme. In response to a request from the team for further information about placement arrangements, [283] and in discussion with teaching staff [M4] and Registry staff [M3] the team was told that work placements were not taking place on the Fd programmes, except for the Fd Young Children's Learning and Development. Staff explained that a combination of circumstances, including the effects of the recent national lockdown and the lack of available placements in some sectors had necessitated finding alternative methods to develop students' learning and assess the approved learning outcomes of programmes. This had led, for example, to using

the hours allocated to placement, as described in the programme specification, for students to undertake projects and live briefs provided by employers rather than going out on placement. Staff also acknowledged that, while they are committed to work placement as part of learning, teaching and assessment on foundation degrees, information on the programme documentation does not fully explain the broader picture of employer-related experiential learning that routinely occurs on programmes. The external examiner reports relating to the foundation degrees read by the team are positive about the assessment arrangements for the work-related elements of the programmes, and the work-related opportunities available to students on programmes to achieve the required learning outcomes. [084; 091; 286]

90      Overall, the College operates thorough processes for the design, development and approval of foundation degree programmes that provide a high-quality academic experience, with strengths in the involvement of external expertise and evidence of extensive and rigorous discussion in the validation process. The team noted some discrepancies in the information about requirements for work placement contained in some programme specifications and the actual approach to work-related learning implemented by course teams when delivering the programme, but was satisfied that the changes made to meet the requirements for work-related learning were effective and reasonable in the circumstances.

**Learning and teaching**

91      The HE Learning, Teaching, Research and Scholarship Strategy 2017-22, [128] informed by the College's overarching HE Strategy 2017-22 [128] clearly articulates the underlying philosophy and principles of its approach to learning and teaching. It identifies six strategic aims to be delivered through a combination of activities across the higher education community, informed and refined through engagement with the student body and with reference to sector-leading practice. These are focused on widening participation, designing and delivering state of the art and engaging learning programmes, fostering the individual development of staff and students, co-developing pedagogic and research practice, and establishing a digital learning infrastructure. The LTRSC oversees the development and monitoring of the implementation of the strategy, with the terms of reference [120 Committee terms of reference] describing its central remit to focus on best practice in research and scholarship informed learning, teaching and assessment. The minutes of the meeting in October 2020 [095] include detailed and well-structured updates on a range of learning and teaching activities including the use of Zoom and Canvas, the annual learning and teaching awards, research and scholarly activities and an update on peer review themes. An annual report on LTRSC business provides a succinct overview of the committee's activities including an update on strategies and the work of its sub-groups. The reports for 2017-18 and 2018-19 [207, 208] evidence a wide range of relevant activity enabling it to meet its terms of reference, giving the team confidence that the College articulates and implements a strategic approach to learning and teaching that is consistent with its academic objectives.

92      The team saw evidence of the detailed consideration and self-assessment by the College of its physical, virtual and social learning environments. The College's annual higher education Self-Evaluation Review (SER) assesses its performance and practice against external data such as the NSS and against the expectations and practices detailed in the Quality Code. The SERs for 2018-19 [290] and 2019-20 [031] make use of internal end of module data, NSS data and external examiner comment to consider whether the College has 'sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality student experience'. Both SERs note that while there is an improving situation with regard to NSS data, the College NSS satisfaction rate for resources is below the sector average. The associated Quality Enhancement Plan for 2019-20 notes that recent capital expenditure bids have spent over £100,000 on new software and hardware and that teaching buildings and student common rooms have had significant refurbishment, which the

plan notes students are beginning to utilise. [031, p. 23] The team considered that the College actively monitors the quality of learning resources and takes action to maintain physical and social learning environments that meet the needs and expectations of students.

93      The establishment of a digital infrastructure that connects students with each other, with staff and with the wider world is a strategic aim of the HE Learning, Teaching, Research and Scholarship Strategy 2017-22. [128] Ensuring that all students have access to 'an engaging, well-resourced learning environment which supports connectivism and collaboration providing inclusive, flexible and responsive learning opportunities that respond to student diversity and preferences' is a central objective. In a Position Statement from September 2020 [209] the College summarises the wide range of digital technologies and approaches currently used, assessing their use and impact, and identifying next steps. These include ongoing staff development to support and improve teachers' skills and confidence. The need to provide students with additional support for online learning during the national lockdown was recognised by the College and the minutes of the Planning and Resources Committee in June 2020 [162] record detailed discussion of the best ways to support students, including the provision of laptops for students. The College has chosen to invest in Canvas as its virtual learning environment (VLE) to enable tutors to create and present online learning materials and assess student learning, and for students to engage in courses and receive feedback about skills development and learning achievement. Students [M2] confirmed that they were all aware of Canvas. However, they noted that the effectiveness of their induction to its use was mixed, with some comments acknowledging that the support provided was 'amazing' while for others it had been left to them to work it out, although students also noted that Canvas was intuitive and self-explanatory.

94      The College uses an integrated software product called Promonitor to enable tutors to record grades and for students to monitor their progress. Notes of one-to-one meetings using a standardised format are held on Promonitor and show the outcomes of discussion with students around key areas. Tutorial records [71] include current progress to date, attendance and work submission, and any support or work placement needs. These are to be completed by the tutor with a tick box indicating that the notes have been read and agreed by the student. Samples of Promonitor tutorial records [214] evidence various 'comment types' including those relating to Personal Tutors, HE Engagement Support and Assessment. Some of these are a record of an interaction having taken place, others are more dialogic and personalised in nature, but all clearly relate to ongoing student development and progress. Students can view all of the notes through their Proportal. However not all the students that the team [M2] met said that they used Proportal, with mechanisms such as Microsoft Teams and grades through Canvas being cited instead.

95      The College's HE Tutorial Policy [284] states that students will have an individual meeting with the Programme Leader within the first six weeks of their programme starting and that there are three opportunities across the academic year to engage in formal reviews of progress. Students [M2] said they received feedback through their module tutors and could access their grades on Canvas, noting that they could also book tutorials to discuss specific issues. The team formed the view that students are effectively enabled to monitor their progress and continue their academic development.

**Assessment**

96      Processes for assessments are set out in the HE Academic Regulations, [029] the HE Assessment Policy [093] and the HE Marking and Moderation Procedure. [092] The Academic Regulations provide an overview of the modular structure of the awards within a common credit framework, with all modules representing formal learning leading to summative assessment. Boards of Examiners are responsible for ensuring that the arrangements for the assessment of candidates are consistent with the assessment

framework determined by and specified at validation. Assessment arrangements for candidates with additional requirements identified through the College's support services for candidates with disabilities are also approved by the Boards of Examiners. The regulations also cover arrangements for extensions and mitigating circumstances, penalties for late or non-submission and academic offences. The HE Accreditation of Prior Learning (APL/APEL) Procedure [126] sets out clear processes and rules for the recognition of prior learning.

97      The HE Assessment Policy [093] and the HE Marking and Moderation Procedure [092] clearly articulate the processes for assessment practices such as the verification of assessment briefs, marking, standardisation and moderation. The Marking and Moderation Procedure defines second and double marking, noting that second marking 'should assure the reliability of academic standards'. However, the team noted that there is a lack of clarity about when each should be used. Teaching staff [M4] confirmed that second marking is of a sample of assessed work, whereas double marking is for the whole cohort, for example when there are two people assessing a presentation. The team saw that appropriate and comprehensive guidance on sampling of students' assessed work is provided in the Marking and Moderation Procedure, [092], encompassing the requirement for larger samples where there may be inexperienced staff and encompassing a range of marks, classifications and specific requirements, such as that for all dissertation fails to be included. A minimum requirement for second marking of modules assessed by experienced teams is noted as a square root of the number of assessments. The team considered the assessment regulations and procedures to be transparent and comprehensive in that clear regulations, definitions and instructions are provided to staff. The processes for marking assessment and for moderation marks are clearly articulated.

98      The team reviewed the assignment verification and assessment process in operation across a random sample of modules at Level 4 and 5. [251-282] The sample seen confirmed that the processes set out in the HE Assessment Policy [093] and the HE Marking and Moderation Procedure [092] were consistently followed by the College. Assignment briefs were verified using a standard template, which asks for confirmation of the appropriateness of the assignment through a detailed range of questions and signed off by the internal verifier before being sent to the external examiner and issued to students. Examples of Second Marking Records [292] evidence alignment with sampling requirements and show the name of the first and second marker together with the marks of each. The feedback to students on their assessed work, seen by the team across a range of foundation degree courses, was generally clear, referring to the assessment criteria, marking scheme and learning outcomes for the programme, and included constructive 'feedforward' comments to aid improvement.

99      The 2019-20 External Examiner Reports for Fd Fine Art, [090] Fd Fashion and Textiles, [091] Fd Young Children's Learning and Development, [287] Fd Construction Management, [288] Fd Creative Music Production, [285] and Fd Photography and Filmmaking [286] all confirm that assessment processes are accurate, meet national standards and evidence clear alignment to the College's policies and regulations. The external examiner for Fd Fashion and Textiles specifically noted that the process of using first and second markers is robust and that 'feedback on the whole is in-depth and constructive'. These reports are indicative of the consistent application of the procedure. The team formed the view that the College's processes for marking assessments and moderating marks are clearly articulated in the HE Assessment Policy [093] and the HE Marking and Moderation Procedure [092] and that the processes are consistently operated by staff.

100      Information to students on how academic judgements are made is available in the module handbooks issued to students. Handbooks considered by the team [100; [239, 240, 241, 242] contain information on assessment, including the assessment tasks for the module, assessment and marking criteria, arrangements for marking and feedback and what

happens if the student fails an assessment. Students can also discuss assessment processes with staff as part of the College Tutorial Policy arrangements [284] and through the use of Promonitor, which records the outcomes of discussion with students around a number of issues, including assessment. Promonitor notes [71] include reviews of current progress to date, and samples of Promonitor tutorial records [214] evidence various 'comment types' including those relating to assessment. Students can view all of these notes through their Proportal, although students [M2] reported that their use of Proportal was mixed. All students confirmed that staff provide guidance on assessment requirements and engaged them in discussion about assessment criteria and how assessment decisions are made. [M2] The team concluded that the College promotes a shared understanding between staff and students of the assessment process and how academic judgements are made.

101     The HE Procedure for Unfair Means on HE Programmes is part of the Academic Regulations. [029, p. 87] With clearly defined examples, the procedure details the process to be followed should an incidence be identified. The College takes a proactive approach to preventing poor academic practice through the use of Turnitin which is a plagiarism-detection software tool which also functions to support academic integrity. Module handbooks examined [239, 240, 241, 242] each include a statement about Turnitin covering both of these functions, noting that it is a support mechanism for both students and tutors. All the College's foundation degrees contain personal and professional development modules at Level 4, which cover the development of good academic practices including an understanding of what constitutes plagiarism. In addition, library staff deliver tutorials for all higher education students on referencing, academic misconduct and plagiarism as part of their induction and on an ongoing basis. [077; M3] Students [M2] also cited responsive tutors providing support at the point of need as well as specific sessions to develop good academic practices in addition to a referencing guide. The team considered that students are clearly provided with appropriate opportunities to develop an understanding of, and the necessary skills to demonstrate, good academic practice.

## External examining

102     Section F of the College's HE Academic Regulations [029] details the appointment of external examiners, including nomination and approvals processes, terms of appointment and associated processes. The regulations also cover the role of the external examiner in the maintenance of academic standards, including the rigour and fairness of assessment through, for example, review of draft summative assignments and the sampling of assessed work. The regulations also note that annual reporting should include identifying areas of good practice or areas to be addressed. External examiner reports confirm that they sample students' assessed work. For example, the 2018-19 External Examiner Report for Fd Fashion and Textiles [084] shows that the external examiner sampled practical work across the entire cohort and from all assessed modules. The 2019-20 External Examiner Report for FD Fine Art [090] similarly confirms that all necessary documentation, samples of work and assessments were provided. Minutes of the examining board held in February 2021 [203] show that external examiners further confirm that internal moderation processes are rigorous and well documented.

103     Minutes of examining boards show that boards operate effectively in accordance with requirements and that external examiners are present. [203] External examiners provide verbal feedback at the meeting of the board and this is followed up in their written report. External examiners' reports [84-89; 285-288] are thorough, using a standard template that asks examiners to comment on the range of assessed material provided by the College, the standards set for the award, curriculum, teaching and learning, assessment, marking and the conduct of the examination board. The report template also asks external examiners to comment on whether issues identified in their previous report have been addressed by the institution.

104      The HE Procedure for the Management of External Examiner Reports [124] describes the process for responding to external examiner reports and clearly identifies responsibility for aspects of the process. HE Quality and Registry are responsible for the implementation of the procedure through close partnership with the teaching departments and validating partners. At programme level the process of responding to external examiners includes consideration of external examiner reports as part of the annual programme monitoring process and developing an action plan to address issues raised by the external examiner. Annual monitoring reports [85-89; 133-136] demonstrated consistent alignment with the procedures. All reports contain consideration of external examiner feedback as part of a standard template and have a quality improvement plan reflecting external examiner comments and recommendations in planned actions.

105      The HE Procedure for the Management of External Examiner Reports [124] also notes that the HE Quality Manager ensures that the relevant action plan resulting from an annual monitoring report is sent to the external examiner. Examples of responses to external examiner reports examined by the team [141, 142, 143, 144, 145] reveal a consistent use of a standardised template with clear guidance on the process for responding, which should typically be within 30 working days of receipt of the external examiner's report. The responses are thorough and systematically address comments made by examiners, including areas for improvement and good practice. There was some variation noted in the timeliness of responses. However, the professional staff [M3] noted that while typically the turnaround time is four weeks following receipt of the report, there had been some delays because of the pandemic.

106      Approval of annual monitoring reports is overseen by AQSC, which also confirms that responses to external examiners have been made. The minutes of AQSC meetings [153; 294; 295; 334; 335; 336] confirm regular updating on progress in relation to completing annual monitoring programme reports and the associated action plans in response to external examiners. AQSC also receives verbal updates on themes arising from external reports. [294; 295; M5] Academic Board receives a report on annual programme monitoring and external examiner reporting on its foundation degrees. [Academic Board minutes 140; 342] The team saw evidence of responding to external examiner reports at institutional level in, for example, the organisation of development sessions for staff on specific issues and inclusion of themes arising from external examiner reports in the annual staff conferences. [105; 109; 202; 220] The minutes of AQSC in March 2019 also record a discussion on proposed amendments to the College's Assessment Policy in response to external examiner comments, and confirms that the HE Quality Manager would be delivering staff development sessions on the amendments. [331] The team formed the view that the College makes scrupulous use of external examiners in the moderation of assessment tasks and student assessed work, and provides external examiners with detailed responses to their comments and recommendations.

## Academic appeals and student complaints

107      The College's Procedure for Higher Academic Appeals [125] and the Higher Education Complaints Policy and Procedure [064] are clear and in line with guidance from the Office of the Independent Adjudicator (OIA). Both are signposted for students from the HE Student Handbooks [050; 051] and include information about the academic appeals and complaints procedures, directing students to either the validating body's website or the College's HE Registry in the case of appeals, and the College's VLE in the case of complaints. There is also reference to the academic appeals process in the letter received by students detailing their results following the Board of Examiners. [112]

108      The Higher Education Complaints Policy and Procedure [064] has an informal stage, and three hierarchical formal stages through which a complainant can escalate their

complaint, should this be needed. There is also an opportunity for a complaint to be fast-tracked to stage three, should the nature of the complaint be sufficiently serious in nature. This would then be rigorously investigated by the Head of Student Services. The College notes in its VDAP Self-Assessment [115] that the number of complaints has reduced from 42 in 2017-18 to five in 2019-20, concluding that early resolution at departmental level and effective communication with students clearly contributed to the decrease. The centralised complaints log [066] is a systematic overview of stages across the College's higher education provision, showing relevant outcomes as appropriate. The OIA Annual Statement for 2020 [114] states that there was a single Completion of Procedures Letter issued for the year ending 31 December 2020.

109     The College's HE Academic Regulations [029] have a specific section dealing with academic appeals, clarifying when and how appeals may be made and the process involved. The regulations state that a panel is made up of academic staff from programmes or faculties outside that associated with the appeal, two members of the Quality and Standards Committee and a representative from the Students' Union, in order to facilitate impartial decision making. The separate Procedure for Higher Education Appeals [125] has panel membership to include a representative from student support services/a Student Engagement Officer. Minutes from two appeal panels reviewed by the team from October 2020 and March 2021 [212, 213] show that neither included a representative from the Students' Union, and only one included a Student Engagement Officer. There were no apologies noted in either case. However, while the panel membership in these two instances is inconsistent, the minutes clearly evidence discussion and effective decision-making. The Academic Board has formal responsibility for ensuring that any appropriate remedial action is taken in response. The Academic Board minutes from 27 August 2020, [149] 22 January 2021 [131] and 29 January 2020 [148] all include verbal updates on the status of complaints and appeals, including the numbers involved and procedural matters with some referencing broadly the nature of the complaint or appeal. As there are very small numbers involved, these are used to facilitate enhancement primarily at individual programme level. Professional and support staff [M3] confirmed that, while no specific overarching themes were identified, staff had improved the transparency of the process.

110     The evidence available to the team confirms that the College has effective procedures for handling academic appeals and student complaints.

## Conclusions

111     The assessment team formulated its judgement against this criterion according to the process set out in the Guidance for Providers, in particular Annex 4.

112     There are thorough procedures for course design, development and the approval of programmes with clearly assigned responsibilities at each stage of the process and the College has considerable experience of applying these through the validation of its own foundation degrees since being granted foundation degree awarding powers in 2016. College staff and external advisers involved in the development and approval of courses are provided with guidance and support on the procedures and their roles and responsibilities in relation to them. The course design and approval process involves student, external academic and employer engagement, and close links are maintained with the learning and support services to ensure that programmes are appropriately resourced.

113     The College demonstrates a strategic approach to learning and teaching through its specific HE Learning, Teaching, Research and Scholarship Strategy. The Learning, Teaching, Research and Scholarship Committee and the Student Engagement Committee monitor the student experience and oversee the enhancement of student learning. Information in module descriptors and module handbooks indicates the use of a wide range

of appropriate teaching and learning approaches.

114    Arrangements are in place to enable students to monitor their progress and further their academic development, in particular through tutorials to encourage students to reflect on strengths, weaknesses and improvements, and through learning on shared modules on foundation degrees focusing on academic and professional skills. The College uses an integrated software package called Promonitor to enable students to monitor their grades and track their progress.

115    The HE Assessment Policy, the HE Marking and Moderation Procedure and the HE Accreditation of Prior Learning Procedure inform staff of the expectations for assessment, with definitions and instructions on procedures. Evidence of staff marking student work, and comments in external examiner reports, indicate that the College assessment processes are consistently operated, valid and reliable.

116    Students are supported in their understanding of the basis on which academic judgements are made through the information contained in their course handbooks, through the tutorial process, and through advice and guidance provided in the library. The College takes a proactive approach to the prevention and identification of unacceptable academic practice through the use of a plagiarism-detection software tool, which also functions to support academic integrity.

117    External examiners are appointed for all foundation degrees and have access to, and are expected to review, a wide range of assessment tasks, assessed work including grades, assessor feedback to students and internal verification records relating to those assessments. The team saw evidence of the scrupulous use of external examiners in the moderation of assessment tasks and student assessed work, and careful consideration of external examiner comments, with points raised by the external examiner being responded to directly, and the inclusion of these recommendations and responses in annual programme monitoring reports and in quality improvement plans with actions for the following year.

118    From the evidence seen by the team, the College's academic appeals and student complaints procedures are fair, accessible to students and timely. There are published and clear procedures for the investigation of complaints and appeals, the conduct of meetings, allocation of responsibilities and timelines for resolution. Oversight of complaints and appeals is exercised through the College's committee structure on the basis of reports that include information on the numbers, type and outcomes of complaints and appeals.

119    The team concludes, therefore, that the College has demonstrated that it is able to design and deliver courses and qualifications that provide a high-quality academic experience and that learning opportunities are consistently and rigorously quality assured. The assessment team concludes, therefore, that the criterion is met.

# Criterion C: Scholarship and the pedagogical effectiveness of staff

## Criterion C1 - The role of academic and professional staff

120     This criterion states that:

*C1.1     An organisation granted powers to award degrees assures itself that it has appropriate numbers of staff to teach its students. Everyone involved in teaching or supporting student learning, and in the assessment of student work, is appropriately qualified, supported and developed to the level(s) and subject(s) of the qualifications being awarded.*

121     The QAA team conducted an assessment of this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment for Variation and Revocation of Degree Awarding Powers (December 2019).*

**The evidence considered, and why and how the team considered this evidence**

122     The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and the provider's submission as follows.

a     To understand the College's approach to ensuring that staff involved in learning, teaching and assessment have relevant and appropriate academic expertise; to establish how it assures itself and monitors that all staff involved in teaching or supporting student learning, and in the assessment of student work, have such expertise; and to obtain an external perspective, the team reviewed the HE Recognised Teacher Status (RTS) Procedure, [101] RTS Register Update 2020, [103] Learning, Teaching, Research, and Scholarship Strategy 2017-22, [128] Staff CVs, [168-174,180-185] Peer Observation Handbook, [102] Peer Observer Report – Anonymised, [094] HE Scholarship Policy June 2021,[104] Teaching, Research & Scholarship Committee Papers 11.02.21. [094]

b     To determine how the College identifies and supports staff training and development needs, reflection and evaluation of staff learning, teaching and assessment practices and staff research and scholarly activity, the team reviewed the HE Scholarship Policy June 2021, [104] ASPDR process, [237] HE Learning, Teaching, Research & Scholarship Sub-Committee of Academic Board, [095] HE Staff Conference reports, [105,109] List of internal staff development events 2020-21, [220-222] Staff Development Funding Approvals 2021-22, [106] List of staff external presentations/activities, for example, conference presentations, media activity, research blogs, presentations, seminars and exhibitions, [198] HE Strategy. [128 p.3, 231]

c     To establish the means by which the College seeks to ensure that staff understand its requirements relating to assessment feedback and have expertise in providing feedback on assessment, which is timely, constructive and developmental, the team reviewed the HE Marking and Moderation Procedure, [092] HE Assessment Policy, [093] HE Student Representative Meeting minutes, [047] External Examiners' Reports, [084-091; 285-2888] Analysis of NSS, [059] the Student Written Submission [302] and examples of written feedback by staff on students' assessed work. [251-282] The team also met students [M2] and teaching staff. [M3, 251-282]

d       To ensure that the College undertakes assessment of the skills and expertise required to teach all students and the staff resources required, and that there are appropriate staff recruitment practices, the team reviewed the Recruitment and Selection Policy, [110] a paper trail (redacted) of a recent selection and appointment of academic staff, [234] Work Allocation Policy and examples of allowances, [235-6] Staff List, [291] and Programme Approval Reports. [042,293]

## How any samples of evidence were constructed

123     A sample of internally verified assessment briefs, the associated students' assessed work and marker feedback on students' assessed work from one randomly selected module at Level 4, and one randomly selected module at Level 5, from four randomly selected foundation degree programmes delivered in 2020-21 were considered.

## What the evidence shows

124     The assessment team's analysis of the evidence led to the following observations.

125     The College's approach to scholarship and ensuring the pedagogical effectiveness of staff is guided by the HE Teaching, Research and Scholarship Strategy, [128] which describes the College's aims in relation to delivering teaching, learning and assessment informed by research and scholarly activity, and the Higher Education Scholarship Policy, [104] which identifies the requirement for all staff to engage in continuous professional development and scholarship in order to deliver effective learning, teaching and assessment practice. The terms of reference of the HE Learning, Teaching, Research and Scholarship Committee (LTRSC) are to monitor, review and advise on best practice in relation to teaching, learning and assessment. [120 Committee terms of reference] The minutes and associated papers of meetings of the LTRSC in 2019 and 2020 [95; 155-158] confirm a regular cycle of reports and updates on such issues as developments in assessment practice, progress on peer review, research and scholarly activity within the College, and planning for the annual staff conference. The College has been active in pursuing opportunities to support the scholarly activity of staff and was a pilot institution (one of four) in the Association of Colleges (AOC) Scholarship Project, a three-year research project from 2015 to 2018. [014]

126     The College assures itself that everyone involved in teaching on higher education programmes has the necessary academic expertise through the Recognised Teaching Status (RTS) Procedure. [101] The procedure requires staff who are teaching higher education to be appropriately qualified for the subject and level of teaching to be undertaken. Staff should normally have a minimum of a first degree and/or relevant professional qualifications, plus teaching and/or other relevant experience of normally at least three years' duration and have RTS. [101] The RTS Procedure [101] states that as a 'guiding principle' staff delivering in higher education should be qualified to a level above that which they are teaching and be able to demonstrate an active commitment to continuous professional development including contribution to peer observation and research and scholarship activities. The department manager reviews each member of the teaching staff to ensure that they have relevant expertise. [101] The curriculum vitae (CV), research, scholarship, continuing professional development (CPD) and peer observation activities of each member of staff are included in the RTS Register. [103] The HE Registry keeps a record of RTS, which is reviewed annually and reported to the LTRSC, which also monitors staff qualifications and considers and approves their application to be on the register and their eligibility to teach on higher level programmes. Teaching staff CVs [168-173,180-185] show that staff teaching on higher education programmes have wide professional experience, at least a first degree (two with equivalences) and relevant qualifications to teach on the foundation degrees at Level 4 and 5. The RTS Register [103] also records that

seven staff out of 29 on the register are currently undertaking higher level studies. The team considered that staff have the required academic expertise for teaching on the College's higher education programmes.

127      The Higher Education Scholarship Policy [104] requires staff to engage in continuing professional development and scholarship to enhance the student experience, and to disseminate their scholarship for staff development within the College. Staff scholarship and professional updating activities and requirements are agreed between each member of staff and their line manager in the Annual Staff Performance Development Review (ASPDR) process. [104] Targets are recorded electronically using performance review software, and progress on activities is checked mid-year and end of year. [237 Screen shot of ASPDR record] There is a separate staff development budget for higher education, which staff can apply to in order to get support for undertaking further study and attendance at conferences and external events.

128      The team saw evidence of staff engaging in scholarly activity and professional updating through undertaking higher level qualifications, attendance at conferences, engaging with external organisations and ongoing professional practice. For example, the budget allocations for 2021-22 [106] confirm allocations to nine members of higher education teaching staff to undertake PhD and master's level qualifications (two doctoral degrees and five master's), as well as teaching and support qualifications. Teaching staff [M4] gave examples of having received support to attend conferences and external events and develop their AdvanceHE fellowship applications. The College has recently invested in a bulk fellowship plan with Advance HE for 12 staff members to pursue Fellowship of Advance HE (previously the HEA) including Associate Fellow, Fellowship and Senior Fellowship. [VDAP Self-Assessment 115; University of Huddersfield Validation Report 2021 107]The team also saw evidence of staff making presentations to external organisations. [231 Staff presentations list] This shows that five staff engaged in external activity such as the delivery of a session on digital wellbeing and mental health at the University of Hull, providing audio for an art exhibition at the Ferens Gallery in Hull, and a presentation on engaging with social media to the Festival of School and College Arts organised by the Association of Colleges. Staff CVs [180-185; 289] also demonstrate recent and/or ongoing professional and practitioner experience, and membership of professional associations, relating to their subject area. Examples of ongoing professional practice include writing for publication, musical performance and the exhibition of art work. [180-185]

129      In addition to supporting staff to undertake study for higher level qualifications and attending conferences, the College offers a broad range of in-house staff development opportunities designed to support teaching, learning and assessment. This includes staff development sessions on providing feedback on students' assessed work, [202] remote and online learning, [221] the learner experience, [223] embedding experiential learning in the curriculum, [225] and a session presented by the Senior Student Representatives on their experience of student engagement. [226] The College also organises an annual higher education staff conference involving external and internal speakers [105; 109; 220] and arranges an annual series of visiting speakers for students which staff can attend. [075] In 2018-19 staff and students were able to attend the Community Family conference organised by the College, which included a range of guest speakers from social care, community policing, the prison service, women's centres and education to share experiences and highlight career progression opportunities. [088]

130      External examiners comment on the quality of teaching, learning and assessment in their reports to the College. Of the 12 external examiner reports covering the periods 2018-19 and 2019-20, [84-91; 285-288] 10 reports included commendations on aspects of teaching and assessment practice and the currency of course content and its relevance to industry. [084-090; 091; 286-288] The reports comment positively on the discipline

knowledge of staff and confirm that such knowledge and understanding directly informs their teaching. The team formed the view that the College provides development opportunities aimed at enabling staff to enhance their pedagogic practice and scholarship, and that staff are engaged in activities that effectively support their subject-specific knowledge and pedagogic practice.

131     The College uses peer observation as a mechanism for staff to engage in reflection and evaluation of their learning, teaching and assessment practice. The HE Peer Observation of Teaching Handbook [102] contains details of the procedure, the roles of the participants, including students, how the process operates, recording of observations and feedback. Peer Observation Reports are submitted to the HE Quality Manger for review and the outcomes submitted to the Learning, Teaching and Scholarship Committee [095] for discussion of sharing of practice, and consideration of areas for development. As part of professional development, peer observation reports are reviewed during the yearly cycle of Academic Staff Personal Development Reviews in order to support individual professional development plans. The team scrutinised an example of a completed peer observation form, [094] which was found to be detailed and developmental, and discussed the process with teaching staff. [M4] Staff provided numerous examples of the benefits of the process and how it had affected their professional practice. The team formed the view that staff have effective opportunities to engage in reflection and evaluation of their learning, and assessment practices.

132     The College is active in reviewing and updating its degree portfolio and programme leaders and teaching staff gain direct experience of curriculum and assessment design through leading and participating in programme design and development and participating in approval processes. For example, the documents recording the approval of the Fd Health Exercise and Lifestyle and the Fd Photography in 2020 [034-042] demonstrate programme leader and teaching staff involvement in the design of curricula, teaching and learning strategies and assessment practices. Staff also engage with the activities of other higher education providers. In 2021, three teaching staff were active external examiners, one was involved in validation events at another higher education provider, and others were members of external groups or committees. [198] The team formed the view that staff and programme leaders have opportunities to gain experience in curriculum development and assessment design and engage with the activities of other higher education providers.

133     The College's HE Assessment Policy [093] outlines the principles and purposes of assessment and staff responsibilities in the assessment process, and the HE Marking and Moderation Procedure [092] describes expectations relating to the provision of assessment feedback to students.

134     The sample of staff feedback on students' assessed work scrutinised by the team [252, 256, 259,262, 265, 268, 270, 278, 281] showed that although feedback was presented on diverse pro forma, most of the examples (seven of the nine) showed staff commenting systematically on achievement against each learning outcome. In the other examples, feedback was relevant to the assessment task and the learning outcomes but provided a holistic assessment of the students' achievement rather than addressing each learning outcome individually. All the feedback included constructive 'feedforward' comments to aid improvement. External examiner reports [84-91; 285-288] confirm that assessment feedback is considered constructive and developmental. External examiners also comment positively on assessment practice and the strength of marking. [203 Exam Board minutes June 2021, p.6] Students who met the team confirmed that the written feedback they received on assessment was useful. They also confirmed that staff provide guidance on assessment tasks, and that they receive substantial verbal feedback which they find developmental. [M2] Although the team saw variation in the presentation of student feedback and the level of detail in comments on student achievement of learning outcomes in the sample provided by

the College, the team formed the view, based on the wider evidence base, which includes external examiner reports and student comments, that staff provide feedback on assessment that is developmental and constructive.

135    The College assesses the skills, expertise and numbers of staff required to teach students as part of the programme approval and validation process and through its monitoring activities. Before any new programme is allowed to proceed to approval, the programme team submits a planning application to the Planning and Resources Committee [120 Committee terms of reference] which must demonstrate the adequacy of the staffing resource available and the likely student demand. Staffing skills and expertise are further assessed during the Stage 1 and Stage 2 programme approval process. Staff CVs form part of the evidence base for programme approval and hence subject to external scrutiny. [040; 042] The team concluded that the College makes rigorous assessments of the skills and expertise required to teach students.

136    The Recruitment and Selection Policy [110] thoroughly describes the procedure and responsibilities. The College Executive Senior Leadership Team considers new staff requests. Department managers are then responsible for drawing up the job description and employee specification, participating in recruitment and selection training, shortlisting and selecting applications, and keeping records. The HR department is responsible for administration and advice. The 'paper trail' relating to the recent appointment of a new member of staff confirms that the College applied its recruitment and selection policy in this case. [234] Discussion with a new member of staff during the teaching staff meeting [M4] confirms that there is a period of induction and support provided by the HE Quality Manager. The CVs of managerial and teaching staff [168-173; 180-185; 289] show that staff are appropriately qualified for their roles. The team considers the College has appropriate recruitment practices.

## Conclusions

137    The assessment team formulated its judgement against this criterion according to the process set out in the Guidance for Providers, in particular Annex 4.

138    The College assures itself that it has appropriate numbers of staff to teach its students and that everyone involved in teaching or supporting student learning and in the assessment of student work is appropriately qualified, supported and provided with opportunities for development appropriate to the levels and subjects of the qualifications being offered. The HE Learning, Teaching, Research and Scholarship Committee is active in ensuring that learning, teaching and assessment practices are informed by reflection, evaluation of professional practice, and subject-specific and educational scholarship. This is supported by recruitment policies and practices that seek to ensure staff have the appropriate academic and professional expertise. As a guiding principle, the College expects staff to be qualified to a level above that on which they are teaching with a minimum of a first degree and/or relevant professional qualifications plus experience of teaching. The evidence confirms that academic staff are appropriately qualified for the level at which they teach. The College maintains a Recognised Teacher Status Register, overseen by the Learning, Teaching, Research and Scholarship Committee which records staff qualifications and monitors their eligibility to teach on higher level programmes.

139    External examiner reports and the outcomes of course approvals demonstrate that staff knowledge and understanding directly informs and enhances their teaching, and that their engagement with research and/or scholarship is commensurate with the level and subject of the qualifications being offered. Staff are able to gain experience in curriculum development and assessment design through involvement in course development processes, and engage in activities with other HE providers as external examiners and

review panel members.

140     There is evidence to demonstrate that staff are engaged in reflection and evaluation of their learning, teaching and assessment practice. The College operates a peer observation of teaching process providing an opportunity for staff to reflect in and on practice, and there is a system of annual performance development review in place between staff and line managers to facilitate reflection and identify development needs.

141     The evidence confirms that staff have opportunities to enhance their practice and scholarship. The College has an HE Scholarship Policy which provides timetabled scholarship hours for identified research, scholarship and continuous professional development and staff are expected to disseminate or share their work via the online Canvas module, during annual internal conferences, or externally. There is a separate staff development budget for higher education, which staff can apply to in order to get support for study to gain higher level qualifications. The assessment team concludes, therefore, that the criterion is met.

# Criterion D: Environment for supporting students

## Criterion D1 - Enabling student development and achievement

142     This criterion states that:

D1.1    *Higher education providers have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.*

143     The QAA team conducted an assessment of this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment for Variation and Revocation of Degree Awarding Powers (December 2019).*

### The evidence considered, and why and how the team considered this evidence

144     The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and the provider's submission as follows.

a       To establish whether the College takes a comprehensive strategic and operational approach to determining and evaluating how it enables student development and achievement for its diverse body of students, the team considered the College Strategy, [117] Higher Education Strategy, [118] the Enhancement Strategy, [175] The Teaching Learning Research and Scholarship Strategy, [128] the Equality and Diversity Statement, [217] the Access and Participation Plan, [033] the Single Equality Scheme, [216] Mid-Year Progression Board minutes, [072] the HE Annual Programme Review Procedure, [122] Academic Board minutes of the 22nd January 2021, [131] Academic Quality and Standards Committee Minutes of 24th March 2021, [132] Student Engagement Committee Papers and Minutes of 11th December 2019, [163, 164] Student Engagement Papers and Minutes of 6th May 2020, [165, 166] HE Enhancement Strategy 2019-22, [175] the Quality Enhancement Plan July 2021 Update, [229] the Student Written Submission. [302] In addition, the team held meetings with Senior Staff, [M1; M5] Students, [M2] Professional and Support Staff, [M3] and Teaching Staff. [M4]

b       To understand whether students are advised about, and inducted into, their study programmes in an effective way, and account is taken of different students' choices and needs, the team reviewed the Enrolment Working Group Agenda of 3 March 2021, [027] two HE Student Handbooks, [050, 051] the HE Quality Developmental Cycle 2021, [057] the Hull College Induction Checklist, [077] a Canvas User Guide Screenshot, [238] the Student Written Submission, [302] and meetings with Senior Staff, [M1] Students, [M2] Professional and Support Staff, [M3] and Teaching Staff, [M4] along with a final meeting with Senior Staff. [M5]

c       To understand whether students are advised about, and inducted into, their study programmes in an effective way and that account is taken of different students' choices and needs, the team reviewed the Enrolment Working Group Agenda of March 2021, [027] two HE Student Handbooks, [050, 051] the HE Quality Developmental Cycle 2021, [057] the Hull College Induction Checklist, [077] a Canvas User Guide Screenshot, [238]and the Student Written Submission. [302] The team also held meetings with Senior Staff, [M1] Students, [M2] Professional and Support Staff, [M3] and Teaching Staff, [M4] along with a final meeting with Senior Staff. [M5]

d       To review the effectiveness of the College's monitoring of student and staff advisory, support and counselling services and its approach to considering any resource needs that arise, the team considered three items of Academic Board Agendas and Papers, [016, 017, 019] the College 2020 Self-Evaluation Review, [031] the NSS Action Plan 2020, [061] the You Said We Did posters, [062, 063] the Professional Services Self-Assessment Report, [228] the Library and eLearning Self-Assessment Report 2020/21. [357] The team also held meetings with Senior Staff, [M1, M5] Students, [M2] Professional and Support Staff, [M3] and Teaching Staff. [M4]

e       To establish whether the College's administrative support systems enable it to monitor student progression and performance accurately and provide timely, secure and accurate information to satisfy academic and non-academic management information needs, the team considered the Self-Assessment Report 2019-20, [001] 3 items of Academic Board Agendas, Papers and Minutes, [016, 017, 019] Standards Committee Meeting papers 2020, [021] the job description for the Student Engagement Officer, [068] a screenshot of the Attendance Power BI dashboard, [069] the Degree Student Progress Reporting and Intervention Cycle, [081] a Course Review – Young Children's Learning and Development 2019/20, [096] the Annual Monitoring of Programme Reports. [133, 134, 135, 136] The team also met Senior Staff, [M1, M5] Students, [M2] Professional and Support Staff, [M3] and Teaching Staff. [M4]

f       To satisfy the team that the College provides opportunities for all students to develop skills that enable their academic, personal and professional progression, for example academic, employment and future career management skills, the team evaluated the College's 2020 Self-Evaluation Review, [031] programme and module specifications, [034-037; 186-197] two HE Student Handbooks, [050, 051] three external examiner reports, [084, 090, 091] the Peer Observer Report, [094] the FD Graphic Design and Illustration Module Handbook and Brief, [100] the Work Experience Process – User Guide, [127] annual programme monitoring reports, [133, 134, 135, 136] the Sector Endorsement for Foundation Degree in Young Children's Learning and Development, [146] the Curriculum Plan 2021-2024 [304] and commentary. [303] The team also met Senior Staff, [M1, M5] Students, [M2] Professional and Support Staff, [M3] and Teaching Staff. [M4]

g       To understand how the College's approach is guided by a commitment to equity, the team reviewed the Equality and Diversity statement, [175] the Access and Participation Plan, [033] Single Equality Scheme, [216] Self-Assessment Report 2019-20, [001] the Analysis of 2019 NSS and Analysis of 2020 NSS, [058, 059] the You Said We Did posters, [062, 063] the Student Written Submission, [302] the Curriculum Plan 2021-2024 [304] and commentary, [303] and the HE Learning Walks. [358] The team also held meetings with Senior Staff [M1, M5], Students, [M2] Professional and Support Staff, [M3] and Teaching Staff. [M4]

## How any samples of evidence were constructed

145     All evidence submitted by the College in respect of this Criterion was considered by the team and provided sufficient information that no further sampling was undertaken.

**What the evidence shows**

146      The assessment team's analysis of the evidence led to the following observations.

147      The College's Higher Education Strategy [118] and the HE Enhancement Strategy [175] set out its commitment to provide a learning environment suitable to support the academic, personal and professional development of all students. This includes the provision of personal and professional development opportunities through the development of vocational curricula and work-related learning, the provision of academic and additional learning support, and investing in equipment, facilities and the IT infrastructure. The implementation of the College's approach to enabling student development is also supported by additional strategies and policies including the Higher Education Teaching, Learning Research and Scholarship Strategy, [128] which focuses broadly on developing students' academic, personal and professional potential. Other policies related to this include the Equality and Diversity statement, [217] the Access and Participation Plan [033] and the Single Equality Scheme. [216]

148      The arrangements for enabling student development and achievement are overseen and monitored through the College's higher education committee structure and the Academic Board. The terms of reference for the Planning and Resources Committee, [120] chaired by the Assistant Principal Curriculum, has the effectiveness of the learning and teaching infrastructure central to its remit and receives applications for strategic planning approval for the development of new programmes to ensure that resources required to develop and deliver the proposed curricula are sufficient and can be provided. For example, the minutes and associated papers of the Planning and Resources Committee held in October 2019 [162] confirm receipt and consideration of the planning application for the recently validated Fd Health, Exercise and Lifestyle, and the Fd Dance. HESEC has a remit to oversee the student journey from admissions to graduation and to make recommendations for improvement, as outlined in its terms of reference. [120 Committee terms of reference] The Committee is chaired by the Assistant Principal Curriculum and includes membership from across the organisation, including academic departments, library, IT services, estates and the Students' Union to ensure an integrated and coherent approach to the determination and evaluation of student support. The minutes and associated papers of HESEC meetings [163-166] demonstrate systematic reporting on student feedback, complaints, appeals and actions taken, as well as updates from IT services, estates and library services.

149      The Planning and Resource Committee and HESEC report to the Academic Board which has responsibility [120] to ensure that academic programmes have the resources needed to support them. Academic Board minutes [016-019; 131;148; 150] demonstrate that it is discharging its responsibilities effectively through regular receipt of planning applications, and regular reporting on, and oversight of, student complaints, NSS results and the accompanying action plan, and module evaluations enabling it to monitor the wider teaching and learning infrastructure. The minutes of the Academic Board in January 2021 demonstrate some of the actions taken in response to student feedback on the quality of the learning environment, including, for example, extending the catering facilities to support foundation degree students who attend the College on Saturdays and ensuring that library access is also available on that day. [131] The team considered that the College's Academic Board and committees enable it to take a comprehensive strategic approach to the provision of arrangements to support student development and achievement, and that the arrangements include internal cooperation between different areas of the College and student engagement.

150      Students are advised about and inducted into their study programme in a variety of ways. The HE Prospectus [026] and the College website provide a range of information on

support services for prospective students. Details of the student induction programme [077] indicate that this is comprehensive in that it includes an introduction to all relevant services and facilities at the College including personal advice and counselling, support for students with additional support needs, library services, the IT Helpdesk, careers advice, Students' Union and catering services. All students receive a Higher Education Student Handbook, [050; 051] which contains useful information about support services available to students, including the Students' Union. Students [M2] confirmed they received the induction checklist in a timely fashion and that this was used during induction but expressed mixed views about the usefulness of the induction. Ideas for how induction could be strengthened from the students' perspective were reflected in the student written submission where the authors, two of whom were in the student meeting, made suggestions about providing more opportunities for students to meet and get to know each other across the College during induction, as well being provided with an introduction to the wider College management structures and the role of the Students' Union. [302] All students who met the team agreed that they felt comfortable about approaching their tutors and members of support staff to ask any questions that they had or further clarification they needed. The team formed the view that although students felt that the induction could be strengthened, they were advised about and inducted into their study programmes effectively.

151     Evaluation of services and activities to support student development and achievement is undertaken through the annual programme monitoring process, which includes reporting on and evaluating issues to do with the wider learning environment, such as student support arrangements and learning resources. [085-089;133-136 Annual Monitoring Reports] The Director of Higher Education also prepares an annual Self-Evaluation Review and Quality Enhancement Plan [031] which is monitored by AQSC. The review evaluates resources available to students and the support available to students drawing on annual monitoring reports, external examiner reports, student evaluations, external reviews and performance data. The College also maintains an NSS Action Plan, updated regularly with in-year student feedback, and overseen by the Academic Board, that includes consideration of learning resources, including IT, library, equipment and facilities, and actions taken in response to student feedback. [061]

152     The effectiveness of student and staff advisory, support and counselling services is also monitored through the whole College self-assessment process. Self-assessment reports are produced annually by each cross-college student service area. [228 Professional service report, 2019-20; 357 Library services report] The College has achieved the Matrix Standard [67] for its Information, Advice and Guidance services (IAG). Professional services staff [M3] explained that in addition to receiving feedback on a daily basis from users, the library conducts annual surveys, which distinguish between further and higher education, to evaluate the service.

153     The College's commitment to monitoring student support arrangements and identifying emerging resource needs is clearly demonstrated in the decision in 2018-19 to employ an additional Student Engagement Officer (SEO), making two in total, to improve student welfare and achievement on their programmes. [068 SEO Job Description] The role of the SEOs includes providing a first listening stage and guidance service for students for such issues as Disabled Student Allowance (DSA) applications and available counselling services, encouraging students to participate in student voice activities to ensure they are consulted, and monitoring student attendance. The College's own evaluation of the impact of the role of the SEOs, using an analysis of retention and progression data, is that they have had a significant role in improving student retention. [016; VDAP Self-Assessment 115] The team considered that the College has systems in place to monitor the effectiveness of services to students and takes action in response to identified resource needs.

154     In order to monitor student progression and performance, and identify at risk students, the College uses an online learning monitoring system to track students and produce reports at managerial and programme level. [VDAP Self-Assessment 115] The system also allows students to monitor their own progress through access to tutorial and performance information. The team's review of Academic Board minutes [016; 017; 019; 131] confirms that this body receives regular statistical reports on higher education retention and outcomes, which use data generated through the online system to maintain oversight of student retention and performance. The minutes record detailed consideration of this data by committee members. Student retention, progression and achievement data is also reported on at course level in the annual course review process [85-89; 133-136] and is used to identify actions for programme quality improvement plans for the following year. During its meeting with staff from the HE Registry, [M3] the team heard that the system is also used to hold student assessment results securely and produce information for examination boards. The College uses a commercially produced 'dashboard' system to allow staff to monitor student attendance at classes and plan interventions as required. [69] The College's systematic use of its data management systems is illustrated in the Degree Students Progress Reporting and Intervention Cycle, [081] which describes how information from its systems is used at specific points in the year to check on students' progress. The team concluded that the College has administrative systems that enable it to monitor student progression and performance at course and institutional level and that it does so regularly through its reporting structures.

155     Providing opportunities to engage in work-related learning and develop transferable and employability skills to support academic, personal and professional progression is a key element of the Higher Education Strategy [118] and fundamental to the College's approach to course design. Work-related learning, the development of practical and professional skills and transferable skills form part of all the College's foundation degrees as illustrated in the programme specifications. [186-197] Students are also provided with 'live briefs' from employers as part of programme assessment strategies. For example, the module handbook for Fd Graphic Design and Illustration [100] features a live brief with the International Brigade Memorial Trust. The College recently established (from February 2021) a Guest Lecture Series to enable all students to meet a range of visiting speakers, particularly with a focus on entrepreneurialism. [75]

156     External examiner reports comment positively on the embedding of relevant employability skills and attributes in the curriculum, the relevance of the curricula to industry and the opportunities provided for students to engage with employers in undertaking live briefs and projects as part of the assessment strategy. [084; 085; 090] Students [M2] also spoke highly of their courses in relation to the development of their professional skills. The Fd Young Children's Learning and Development has sector endorsement from SEFDEY [146] demonstrating the programme's alignment with the sector in which students may progress on completion.

157     The College's new Curriculum Plan 2021-24 [304] and commentary [303] articulate its vision to develop the technical skills of individuals, and to ensure that local and regional enterprises have knowledgeable and thriving workforces, through the creation of new Institutes of Learning to deliver curriculum. Senior staff [M1; M5] explained that curriculum development in the new institutes will be informed by research available from a range of sources including the Local Enterprise Partnership (LEP) and from regular contacts with employers.

158     Study skills support is embedded within the curriculum through the inclusion of personal and professional development modules. Support is also available through the Library. [M3; M2] With regards to digital skills, the College's Higher Education Strategy [118] includes objectives to create technology-enhanced learning, and students are introduced to

digital resources and the use of the VLE during induction, [077] and have access to a guide on the VLE. [238 the Canvas User Guide Screenshot] Library services staff also provide guidance on accessing electronic resources and developing research skills. [M3; M5] The meeting with students [M2] identified that, where specialist facilities or technologies are required as part of a course of study, the academic tutor is pivotal in ensuring students develop the appropriate level of skills to undertake their programmes. The team considered that opportunities for the development of students' academic, personal and professional skills was strategically-led and embedded within the student experience from induction, and throughout their studies.

159     The College has a strong commitment to fairness and impartiality, and the removal of barriers to learning in its approach to enabling student development and achievement. This commitment is evident in its overall Strategic Plan, [117] the vision and plans contained in the College's new Curriculum Plan 2021-24, [303; 304] the Higher Education Strategy, [118] supported by the Equality and Diversity statement, [217] the Access and Participation Plan, [033] and the Single Equality Scheme. [216] The Access and Participation Plan is overseen and monitored by Academic Board. [016; 017] The College's responsiveness to the needs of students is demonstrated, for example, by the creation of the Student Engagement Officer role [068] to assist students in their studies through providing advice about college services such as counselling and DSA applications and ensuring that students are fully informed about the mitigation process. One of the SEOs has been working with the University of Hull developing a Mental Health Charter. [070] The College provides a range of bursaries [076] to provide financial support for targeted groups including care-leavers, students from areas of deprivation, mature and disabled students. The team also saw evidence of the recent identification of digital poverty, and lack of engagement through virtual teaching, through the HE Learning Walks process [358] and the actions taken by staff to improve equity and access to teaching and learning. The team formed the view that the College's approach to enabling student development and achievement is guided by a commitment to equity.

## Conclusions

160     The assessment team formulated its judgement against this criterion according to the process set out in the Guidance for Providers, in particular Annex 4.

161     The College has in place and monitors and evaluates arrangements and resources that enable students to develop their academic, personal and professional potential. The College has a strategic, coherent and integrated approach to the provision of a learning environment to support all students, with evidence of internal cooperation between professional services, academic departments and student representatives in the planning, development and evaluation of student support. The College has achieved the Matrix Standard for its information, advice and guidance services with a range of information, advice and guidance services available.

162     Effective monitoring and evaluation of support services is undertaken through the management and committee structure and annual self-assessment and programme review processes and involves consideration of student and other stakeholder feedback. Students are inducted into their courses of study and arrangements are in place to identify and assess individual learning needs early in the student journey through the work of the Student Engagement Officers. Administrative systems maintained by the College provide data and reports on student retention, progression and performance and are reviewed in-year as part of the annual quality monitoring and self-assessment process.

163     The College has a strong focus on work-related learning and the development of transferable skills and has developed a model of curriculum at foundation degree level to

embed a range of employability, personal, professional skills and career management skills into the curriculum. The College's commitment to equity, and the removal of barriers to learning, is evident in the provision of a comprehensive and responsive range of services to support students.

164     The College provides opportunities, principally through induction and on-programme learning, for students to develop skills to make effective use of the learning resources provided, including the safe use of specialist facilities and the use of digital and virtual environments. The assessment team concludes, therefore, that the criterion is met.

# Criterion E: Evaluation of performance

## Criterion E1 - Evaluation of performance

165     This criterion states that:

*E1:*     *An organisation granted degree awarding powers takes effective action to assess its own performance, respond to identified weaknesses and develop further its strengths.*

166     The QAA assessment team conducted an assessment of this criterion according to the process set out in *Degree Awarding Powers in England: Guidance for Providers on Assessment for Variation and Revocation of Degree Awarding Powers (December 2019)*.

**The evidence considered, and why and how the team considered this evidence**

167     The QAA team assessed this criterion by reference to a range of evidence gathered according to the process described in the Guidance for Providers, in particular the suggested evidence outlined in Annex 5 and the provider's submission as follows:

a       To understand the College's approach to critical self-assessment and to determine how this is operationalised, the team read the VDAP Self-Assessment, [115] the HE Quality Development Cycle, [057] HE Academic Board minutes from August 2020, [016] December 2019 [078] and for November 2018, [079] the HE Annual Programme Review Procedure, [122] annual programme monitoring reports, [085, 086, 087, 088, 089] the 2019-20 annual College Self-Assessment Report (SAR), [001] the 2019-20 annual Self-Evaluation Review (SER) [031] and that for 2018-19, [290] the Quality and Standards Review undertaken by QAA in September 2019, [012] the Library and E-learning SAR, [357] the Professional Services SAR evidence of monthly course reviews, [096] and notes from a Departmental Meeting in March 2021 meeting. [097]

b       To understand the mechanisms for assigning and discharging action in relation to the scrutiny and monitoring of its academic provision, the team read minutes from the HE Student Engagement Committee from December 2020 [048] and May 2020, [166] and minutes from the Academic Quality and Standards Committee from March 2021.[132]

c       To consider how ideas and expertise from within and outside the College are drawn into its arrangements for programme design, approval, delivery and review, the review team scrutinised a Stage 2 programme approval panel for FD Criminology [039] and a background document for the same programme, [099] the 2018-19 annual monitoring report for Young Children's Learning and Development, [088] the module handbook for FD Graphic Design and Illustration, [100] the 2021 Guest Lecture series, [075] the programme for the College's annual staff conference 2019, [105] a list of external presentations by College staff, [231] the report of the Royal British Institute of Architects (RIBA), [313] the College's letter to RIBA, [337] Academic Board minutes, [338] Corporation Board minutes, [338] and the external examiner reports relating to the BA (Hons) Architecture programmes. [349, 350]

**How any samples of evidence were constructed**

168     All evidence submitted by the College in respect of this Criterion was considered by the team and provided sufficient information that no further sampling was undertaken.

**What the evidence shows**

169     The assessment team's analysis of the evidence led to the following observations.

170     The HE Quality Development Cycle [057] outlines internal and external monitoring activities, reports and key dates throughout the academic year at programme, department and committee level. Set annually and confirmed by HE Academic Board, as evidenced in the papers for the meeting in 2020, [016] the HE Quality Development Cycle is a well-planned, month-by-month overview of key monitoring activities, meetings and deadlines which is a coherent aide-memoire aligned to the student journey.

171     A key element of the College's higher education quality assurance process is annual programme monitoring as described in the HE Annual Programme Review Procedure. [122] Using a standardised pro forma template, which facilitates a robust approach, the annual programme review document enables a critical reflection on delivery, feedback and results. Annual monitoring reports for 2019-20 [85-89] show there is consistent evidence of critical engagement and reflection at both individual module level and across the programme holistically. Each annual monitoring report includes the external examiner's report and associated response from the programme team, including a clear action log where appropriate. The Quality Enhancement Plans associated with the annual monitoring reports [085, 086, 087, 088, 089] clearly evidence the identification of some key areas for focus, although there was some inconsistency in the level of detail included.

172     The College notes in its VDAP Self-Assessment [115] that it takes a strategic linear approach to annual monitoring which feeds directly into the Academic Quality and Standards Committee (AQSC). The December 2019 [078] and November 2018 [079] minutes of AQSC provide a succinct update on progress on completion of the annual monitoring reports. In both cases, there is wider consideration of a relevant range of data including retention and achievement, NSS and module evaluation survey outcomes and analysis of outcomes of peer observations.

173     The HE Annual Programme Review Procedure [122] details the responsibilities of programme leaders and the programme delivery team for compiling the annual monitoring reports, with HE Quality and Registry having oversight and compiling the institutional overview report for consideration by HE Academic Quality and Standards Committee and HE Academic Board. HE Quality and Registry also have responsibility for following up on any outstanding actions required by relevant committees and submitting the final approved annual monitoring reports to the relevant awarding body together with any other supporting evidence. The mechanisms for assigning and discharging action in relation to the scrutiny and monitoring of its academic provision are clear.

174     The College produces both a College-level annual Self-Assessment Report (SAR) [001] focusing on the Ofsted Education Inspection Framework and a Self-Evaluation Review (SER) [031] for higher education focusing on two overarching assurance statements: the reliability of academic standards and their reasonable comparability with standards set and achieved in other providers in the UK; and the quality of the student experience, including student outcomes.

175     In the higher education SER for the 2019-20 academic year, [031] the College judged itself as meeting requirements for academic standards, and meeting requirements with conditions for quality. The report identifies issues arising through analysis of the NSS

and student achievement data that need improvement as the basis of the judgement, which include, for example, recruitment on some programmes, resources, student achievement, and overall satisfaction in the NSS. Comparative data from the wider sector is used effectively, where appropriate, to help highlight areas for enhancement, including the NSS. The Quality Enhancement Plan which accompanies the SER is comprehensive and robust because it provides detailed actions that are clearly assigned to named roles with associated deadlines and space for progress updates. This also reflects actions originating from external reviews such as the Quality and Standards (Monitoring and Intervention) Review undertaken by QAA in September 2019. [012]

176     The SER for the previous academic year (2018-19) [290] similarly includes a self-assessment of the reliability of academic standards and their reasonable comparability with standards set and achieved in other providers in the UK; and the quality of the student experience, including student outcomes. The former is judged as meeting requirements, with the latter meeting requirements with conditions, citing areas for development again around recruitment, retention and achievement, student feedback principally through the NSS and the volume of students moving into highly skilled employment. In response, the College created an additional Student Engagement Officer [VDAP Self-Assessment 115] post to advise students about the services available to support their studies, such as the Disabled Student Allowance applications process, the College's counselling services and support and follow-up where there were attendance concerns. The SER includes an update on the actions identified in the 2018-19 Quality Enhancement Plan, most of which were noted positively as completed, as well as the plan identified for 2019-20, indicating the College's ability to form timely and realistic plans to address weaknesses and capitalise on strengths and carry them out successfully.

177     The HE Student Engagement Committee (HESEC), a subcommittee of HE Academic Board, receives regular updates on the SER Quality Enhancement Plans. The minutes for December 2020 [048] detail the introduction of some new software, and some changes to teaching and learning spaces. The minutes of May 2020 [166] refer to the need to raise awareness of the facilities, hardware, software and library resources available to support students. The Academic Quality and Standards Committee, another subcommittee of HE Academic Board, also receives regular updates on the Quality Enhancement Plans. For example, the minutes of March 2021 [132] evidence wide-ranging discussion on recruitment, NSS scores, and 'You Said, We Did' activity.

178     Each higher education SER provides an analysis of current year data with that of the previous year. However, while there is significant detail and the clear identification of areas of strength and for improvement, as well as opportunities to share effective practice, there is limited consideration of trends and patterns over time which is a weakness. However, senior staff [M1] stated that they recognised this and intended to add this level of detail going forwards, facilitated by 'dashboards' to improve visibility and accessibility of data.

179     As part of its whole-College monitoring and evaluation, the College undertakes self-assessment of its cross-College service areas. The Library and e-learning self-assessment report (SAR) for the academic year 2020-21, completed in August 2021 [357] is a brief narrative on four areas: quality of professional service delivered; promotion and support for behaviour and attitudes; promotion and support for personal development; leadership and management. These are taken from the Ofsted Education Inspection Framework. While self-assessing as 'good', the SAR lacks reference to any specific evidence used to inform the judgement. It does note, however, in a summary that the Library and e-learning service has continued to provide access to books, study spaces and general library support services despite Covid restrictions. The service also noted its support for staff in developing their digital skills through training and guidance, thereby helping with their delivery of blended

learning.

180     The Professional Services SAR for the academic year 2019-20, [228] completed in September 2020, similarly self-assesses its service as 'good' using the same Ofsted frame of reference. This is a much more detailed review and analysis, with clearly identified areas of strength and areas for improvement across the student-facing areas of student support, careers, safeguarding, wellbeing, and equality, diversity and inclusion. There is a consideration of achievement gaps and retention data informing the judgement; however, neither of these SARs includes a specific Quality Enhancement Plan.

181     In addition to formal annual reviews, departmental meetings in place from the 2020-21 academic year provide an opportunity for consideration of a range of key performance management indicators including recruitment, attendance, retention and achievement, student engagement, externality and any matters arising from delivery including, latterly, responses to operations during the pandemic. Notes from a March 2021 meeting [097] evidence a timely consideration of key developments and progress in a range of operational areas. The departmental meetings replaced monthly course reviews [096] in operation in 2018-19 and 2019-20. The review team also heard from senior staff [M1] that there would be an enhanced focus on higher education quality going forwards through mechanisms such as thematic 'deep dives' within the newly formed institutes, accompanied by learning walks [358] providing opportunities to consider the student experience in real time.

182     The College also takes part in the review of its programmes through its partnership with its validating bodies. For example, the College recently took part (March 2021) in a successful event with Huddersfield University to consider the application by the College for reapproval as a validated centre for the University's teacher education provision. [324]

183     The College is responsive to matters raised through external review and responds to identified weaknesses. For example, during the course of the assessment the team was told [M1; M5] that the Royal Institute of British Architects (RIBA) had withdrawn its accreditation of the BA (Hons) Architecture course and removed the candidate course status of the March Part 2 course. [313 Report of the RIBA visiting board to Hull College, 2019] The report cites shortfalls in systems, resources and staffing required to uphold standards and the student learning experience to meet RIBA requirements. The team discussed the RIBA report with senior staff [M1; M5] who recognised and acknowledged that various College failures had led to the outcomes, including insufficient appropriately qualified staff. Senior staff explained that following the receipt of the report the College made a range of changes, including the provision of new resources and facilities, [337 letter to RIBA] and a new team of teachers was put in place to improve standards and quality on the programmes. [M5] Subsequently, the College took a strategic decision to discontinue both courses and disband the department. Both courses are currently being taught out and the College has put in measures to support existing students to gain recognition with the Architects Registration Board (ARB). The team saw evidence of the consideration of the RIBA report within the College's committee structure, in the minutes of the Academic Board in January 2019. [341, item 7.2] The minutes note that the RIBA report raises significant concerns in relation to the lack of staffing specialisms within the current programme team. The RIBA outcome was also reported to College Corporation Board held in December 2018, [338, item 14] where Governors were advised that RIBA had withdrawn their accreditation as the College did not have the capacity to deliver the course. Senior staff [M5] explained that following the introduction of a new staff team to the architecture courses, standards and quality have improved. The team read the two external examiner reports for the BA (Hons) Architecture for 2019-20, [349; 350] which confirmed that the standards set for the course are appropriate and that students' work is comparable to other schools of architecture. The reports also made positive comments about the quality of teaching and resources available on the course and noted the improvements made over recent years. In their discussion with the team, staff

recognised the importance of having sufficiently qualified staff and outlined their intention to ensure that staffing requirements are fully considered at the initial planning stage of course approval.

184    The team formed the view that the College operates effective critical self-assessment processes on its higher education provision. Although the RIBA report in early 2019 identified serious shortfalls in staffing and resources to support the architecture programmes, the team was satisfied that the College recognised and acknowledged the various College failures that had led to the outcomes and had taken appropriate action to address these.

185    There is systematic use made of ideas and expertise from within and outside the College in programme design and delivery. External academic and employer expertise is drawn into the design and approval of programmes. This is demonstrated, for example, in the panel membership for the Stage 2 approval panel for Fd Criminology, [039] which included a senior academic from the University of Essex and a senior partner from a firm of solicitors alongside internal staff. The background document [099] for the validation of Fd Criminology evidences a wide range of employer and sector organisation engagement in the design of the programme, including the fact that the department hosts the Community Safety Conference annually, bringing together key agencies from across the criminal justice system.

186    As part of ongoing delivery and programme review, the College makes use of a range of external expertise to inform the curriculum and student learning. The team saw evidence of conscientious use of external examiner reports in annual programme review and through clear and detailed responses to their reports. [141-145] There is evidence of employer engagement through guest lectures, live briefs and regional conferences. For example, the module handbook for FD Graphic Design and Illustration [100] features a live brief with the International Brigade Memorial Trust.

187    The College recently delivered (February 2021) a Guest Lecture Series to enable all students to meet a range of visiting external speakers, particularly with a focus on entrepreneurialism. [75] The programme for the College's Staff Conference 2019 [105] around the theme of assessment included external speakers on assessment practices from the Universities of Hull and Aberystwyth, alongside other presentations from key College staff. In 2018-19 staff and students attended the annual faculty community family conference, which offered a range of guest speakers from the social care and education industry to share experiences and highlight career progression opportunities. [088] The College annual staff conferences also provides opportunities to share good practice from within the institution. [105; 109; 220] Evidence of staff involvement in research and scholarly activity discussed in Criterion C demonstrates that teaching staff who design and deliver programmes have access to development opportunities that enables them to bring a range of professional experience gained externally and internally to inform the curriculum, teaching and student learning, and assessment.

## Conclusions

188    The assessment team formulated its judgement against this criterion according to the process set out in the Guidance for Providers, in particular Annex 4.

189    The College takes effective action to assess its own performance and to respond to identified weaknesses and further develop its strengths. The College does this through undertaking systematic and thorough monitoring of its programmes through its internal processes. The review processes are evidence-based, drawing on internal and external feedback. The College is aware of how it performs in comparison with other similar providers

through its external examining process. Action is taken in response to matters raised through internal and external monitoring and review. The team noted the very serious concerns raised by the RIBA report in 2019 on the College's architecture programmes but were satisfied that the College recognised and acknowledged the various College failures that had led to the outcomes and had taken appropriate action to address these.

190     The College committee and management structures are clear and identify the allocation of responsibility for the scrutiny and monitoring of its academic provision. Committee and management team minutes show the monitoring of academic provision, including standards and student outcomes, through internal and external reviews, and the responses and actions taken as a result of recommendations or issues raised. Mechanisms are in place for the dissemination of good practice through, for example, the annual staff conferences which include internal and external speakers.

191     The College actively seeks ideas and expertise from within and outside the organisation to support its arrangements for programme design, approval and delivery. The records of foundation degree approval events confirm the involvement of external academic and industry experts on validation panels. Links with employers are actively sought to support the delivery and assessment practices of programmes. Staff are supported to undertake a range of qualifications, professional and scholarly activities including conference attendance, engagement as external examiners and fellowship of Advance HE. The assessment team concludes, therefore, that the criterion is met.

# Full Degree Awarding Powers overarching criterion

192      The Full DAPs overarching criterion is that 'the provider is a self-critical, cohesive academic community with a proven commitment to the assurance of standards supported by effective quality systems'.

## Conclusions

193      Hull College has in place effective means of critically reviewing its own performance, responding to identified weakness and building on its strengths. There is appropriate allocation of responsibilities and clear mechanisms for the scrutiny and monitoring of academic provision at course and institutional level. The mechanisms include, for example, the annual course review and cross-College self-assessment process and the preparation of monitoring reports for its governance and deliberative committees. The team saw evidence of the interruption of an aspect of the business of the Academic Quality and Standards Committee relating to reporting on external examiner reports due to staff changes and the pandemic. However, other evidence reviewed by the assessment team confirmed that, overall, the College has effective mechanisms for the scrutiny and monitoring of academic provision within its higher education governance and committee structure.

194      The College is proactive in seeking and taking action in response to ideas and expertise from within and outside the institution, engaging staff, students, external examiners, employers, external academics and industry advisers in programme design, the development of teaching and learning, course approval and review. The team noted (see Criterion E, paragraph 183) that the Royal Institute of British Architects (RIBA) revoked its accreditation of the College's BA (Hons) Architecture course and removed the candidate course status of the March Part 2 course in 2019 citing in its report to the College shortfalls in systems, resources and staffing required to uphold professional standards and the student learning experience to meet RIBA requirements. The assessment team discussed the report with the senior managers of the College and considered their responses to the failings identified in the report. The team was satisfied that the College recognised and acknowledged the various College failures that had led to the outcomes and had taken appropriate action to address these, and that there was no evidence of similar issues elsewhere in the higher education provision. The team formed the view that the College has a self-critical approach enabling it to assess its performance, identify deficiencies and take effective remedial action.

195      There is a cohesive academic community, enabled through the higher education strategy that articulates a clear vision and purpose for the provision of higher education. There are clearly defined deliberative structures that facilitate debate and the sharing of ideas. Staff are brought together as members of deliberative committees and are involved in the development of strategy and policy. Staff involved in the delivery and support of higher education are also involved in the design of curricula and the development of student support services. The College actively promotes the development of curricula and pedagogy informed by research and best academic, professional and industry practice and ensures that staff are appropriately qualified and supported to engage in a range of professional activities. There are regular higher education conferences that provide opportunities to share subject and pedagogic practice and learn about colleagues' research and scholarly activity. Students are effectively engaged as members of the academic community through involvement in academic governance and deliberative committees, and the provision of feedback on their experience. The College's approach to supporting its academic community is guided by a commitment to equity demonstrated in the systematic monitoring of the student experience, recognition of individual student needs and the provision of a range of services and support staff resources to enable student development and achievement.

196     The assessment team noted that several staff in the College are new to their leadership posts, and there have been recent structural changes. It is therefore difficult to state with certainty that the academic leadership will be effective in future. However, leadership and management roles are well defined, with clear allocation of responsibilities and reporting lines. Since being granted FDAP in 2016, the College has maintained the posts of Director of Higher Education and the Assistant Vice-Principal FE/HE, and the HE Quality Manager, as well as the dedicated HE Registry with student support and administrative staff, all of which have had a positive role in maintaining a cohesive higher education academic community across the College during a period of significant change.

197     There are clear systems in place for the setting and maintenance of academic standards of the College's foundation degrees. Programme approval arrangements are robust and demonstrate the use of external and independent expertise and take account of external reference points to ensure that standards are set at levels that correspond to the relevant levels of the FHEQ. Processes of assessment of student work and the conduct of assessment boards ensure that credit and qualifications are awarded in accordance with its academic regulations and only where the achievement of relevant learning outcomes and academic standards have been demonstrated. Annual programme review arrangements and reporting structures are in place to provide ongoing monitoring of standards. The College makes appropriate use of external examiners in assessment and confirming that standards are met. External examiners are responded to systematically and the actions taken in response to external examiner feedback are appropriate.

198     The assessment team formed the view that Hull College has a self-critical, cohesive academic community with a proven commitment to the assurance of standards supported by effective quality systems.

# Annex

## Evidence

001. SAR 2019-2020.
002. College HE Advisory Group Membership Matrix.
003. SLT Organisation-Chart.
004. Curriculum and Quality Leadership and Management Team.
005. HE Registry Structure.
006. 2021 Progression Statement.
007. Exit Plans Letter to the OU.
008. Collaborative Provision Agreement - University of Hull.
009. HE Management Structure 2016.
010. FDAP Scrutiny - Final Report.
011. HE Review May 2016 - QAA.
012. Final QSR Hull College Group 23-03-20.
013. Committee Strategic Framework Diagram.
014. AOC Scholarship Project Policies and Practices.
015. Hull College Instrument and Articles of Government.
016. Academic Board Agenda and papers 27.08.20.
017. Academic Board Minutes 27.08.20.
018. Academic Board Agenda and Papers 22.01.21.
019. Academic Board Minutes 22-01-21.
020. Standards Committee Meeting 15th October 2020.
021. Standards Committee Meeting 3 December 2020.
022. OU Memorandum of Agreement.
023. Pearson Approval-Centre Agreement.
024. Huddersfield Memorandum of Co-operation.
025. Collaborative Provision Agreement - University of Hull.
026. HE Prospectus 21-22.
027. Enrolment Working Group - 03-03-21.
028. Screenshot of HE Registry Portal.
029. 2020 Academic Regulations.
030. HE Admissions Policy.
031. 2020 SER.
032. Quality Enhancement Plan 2021 March Update.
033. Hull College Access and Participation 2020 - 2025.
034. Programme Specification FD Health Exercise and Lifestyle.
035. FD Sport Exercise and Health Module Specifications.
036. FD 3D Programme Specification.
037. FD 3D Module Specifications.
038. Planning Approval Template 2019-20 FD Health Exercise Lifestyle.
039. Panel List - FD Criminology.
040. FD Health Exercise and Lifestyle - Stage 2 Validation Approval Report - 26.03.20.
041. Minutes of Stage 1 Panel - FD Photography - 20.05.20.
042. FD Photography - Stage 2 Validation Approval Report.
043. Health and Social Care Placements Working Group - 20 May 2021.
044. Absolutely Cultured Steering Group Agenda 2 - 06.04.21.
045. Recruitment and Progression Manager Job Description.
046. Uni Connect Officer Job Description.
047. Review of Term 2 Student Feedback.
048. Student Engagement Minutes 16.12.20.
049. HE Academic Quality and Standards Committee Minutes 24.03.21.
050. HE Student Handbook Faculty of Arts.

051. HE Student Handbook Faculty of Management.
052. QAA Student Submission Final.
053. Student Conference Agenda.jpg
054. Student Conference Poster.jpg
055. SSR Job Description.
056. SSR Expression of Interest Form.
057. HE Quality Developmental Cycle 2021.
058. Analysis of 2019 NSS.
059. Analysis of 2020 NSS.
060. Student Protection Plan for the period 2021-22.
061. 2020 NSS Action Plan.
062. You Said We Did January 2021.
063. You Said We Did Posters April.
064. Policy and Procedure for HE Complaints.
065. Effective Written Responses to Complaints in Education Training.
066. Complaints Log 2019-20 - Anonymised.
067. Hull College Matrix Standard.
068. SEO Job Description.
069. Attendance Power BI.
070. Mental Health Working Group Summary Report.
071. Tutorial Records.
072. Mid-year Progression Board_C003 Arts.
073. Programme Specification FD Criminology.
074. Employer and Mentor Handbook YCLD 20-21.
075. 2021 Guest Lecture Series Review.
076. 2021 Bursaries.
077. 2020 Hull College Induction Checklist.
078. HE Academic Quality and Standards Committee Minutes 04.12.19.
079. HE Academic Quality and Standards Committee Minutes 21.11.18.
080. Retention Position 24.03.21.
081. Degree Student Progress Reporting and Intervention Cycle 20-21.
082. Procedure for the Approval of External Examiner Nominations.
083. HCG Approval form for Covid19 related change.
084. External Examiner Report - FD Fashion and Textiles and Action Plan.
085. Sample AMR FD Criminology – 2019-20 - External Examiner Report - Response to EE.
086. Sample AMR FD Digital Design and Development – 2017-18 - External Examiner Report - Response to EE.
087. Sample AMR FD Musical Theatre 2019-20 - External Examiner Report - Response to EE.
088. Sample AMR FD YCLD – 2018-19 - External Examiner Report - Response to EE.
089. Sample AMR FD Business and Management – 2018-19 - External Examiner Report - Response to EE.
090. External Examiner Report - FD Fine Art 2019-20.
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093. HE Assessment Policy.
094. Peer Observer Report - Anonymised.
095. Teaching Research and Scholarship Committee Papers 11.02.21.
096. Course Review Young Children's Learning and Development 2019-20.
097. C007 Higher Education Team Meeting 03.03.21.
098. Mid-year Progression Board FD Musical Theatre with Contemporary Practice anonymised for QAA.
099. Background Document FD Criminology with Psychology.
100. FD Graphic Design and Illustration Module Handbook and Brief 2020-21.
101. HE RTS Procedure.

102. Peer Observation Handbook.
103. RTS update Oct 2020.
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106. 2021-22 Funding Requests for APPROVAL - Anonymised.
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108. Hull College HE Review 2016.
109. HE Conference 2016.
110. Recruitment and Selection Policy.
111. EE Non-attendance form.
112. Award Achieved Exam Board Template.
113. Director of Higher Education - Role Profile.
114. 2020 OIA Annual Statement.
115. VDAP Self-Assessment Document June 2021.
116. Overview Document.
117. 2017-2022 Strategic plan.
118. HE Strategy 2017-2022.
119. Anonymised Results Transcript.
120. All Committees and Academic Board ToR 20-21.
121. HE Portal Items.
122. HE Annual Programme Review Procedure.
123. Handbook for HCG (Re) Validations Jun 2020.
124. HE Management of EE Reports Procedure.
125. Procedure for Higher Education Appeals.
126. HE APL Procedure.
127. Work Experience Process - user guide.
128. HE Learning Teaching Strategy.
129. Risk Management Policy 2020 DRAFT.
130. Request for additional information 22.06.21.
131. Academic Board Minutes 22-01-21.
132. AQSC Minutes 24.03.21.
133. FD AMR Fine Art 2019-20.
134. FD AMR Engineering 2018-19.
135. FD AMR Music 2019-20.
136. FD AMR Photography and Filmmaking 2019-20.
137. HCG Annual Institutional Overview 2019-20.
138. Item 4.1 - Complaints Log 2020-21 Anonymised 22.01.21.
139. item 4.3 - Complaints Log Anonymised 15.03.21.
140. Item 5.1 - Annual Monitoring and External Examiner Reporting 19-20 .
141. Response to External Examiner and Action Plan FD Fine Art 2019-20.
142. Response to External Examiner and Action plan FD Health and Social Care 2019-20.
143. Response to External Examiner and Action plan FD Music 2019-20.
144. Response to External Examiner and Action plan FD YCLD 2019-20.
145. Response to External Examiner and Action plan Musical Theatre 2019-20.
146. YCLD Sector Endorsement.
147. Combined Papers for Academic Board - 29.01.20.
148. Academic Board Minutes 29-01-20.
149. Combined Papers - Academic Board – 27-08-20.
150. Academic Board Minutes 27-08-20.
151. Combined Papers for AQSC 04.12.19 .
152. AQSC Minutes 04.12.19.
153. Combined Papers_AQSC_10.06.20.
154. AQSC Minutes 10.06.20.
155. LTRS Agenda and Papers 09.10.19.
156. Minutes of LTRS Sub-Committee 09.10.19.

157. Combined Papers LTRS 06.02.20.
158. Minutes of LTRS Sub-Committee 06.02.20.
159. Combined Papers PR 16.10.19.
160. Planning and Resources Minutes_16.10.19.
161. Combined Papers PR 03.06.20.
162. Planning and Resources Minutes_03.06.20.
163. Combined Papers Student Engagement 11.12.19.
164. Student Engagement Minutes 11.12.19.
165. Student Engagement Committee Combined Papers_06.05.20.
166. Student Engagement Minutes 06.05.20.
167. Leadership and Management Team FE and HE.
168. Lynette Leith CV Vice Principal Curriculum.
169. Sarah Kerwin CV Assistant Principal Curriculum.
170. Deborah Meakin CV Learning and Scholarship Manager.
171. CV Susan Jarvis HE Quality Manager.
172. Laura Peebles Brown Recruitment and Progression Manager CV.
173. Paul Waltham CV Director of Higher Education.
174. Derek Wills Curriculum Vitae 2021 HE Link Governor.
175. HE Enhancement Strategy 2019 - 2022.
176. SSR Training.
177. Work Experience Section of the Portal.docx.
178. Academic Partner Certificate 21-22.
179. SEFDEY Membership Application Form 2020 - 2021.
180. FE and HE Fine Art Christopher Wiles CV.
181. FE and HE Photography Laurelin Paterson CV.
182. FE and HE Business and Management Jenny Anderson CV.
183. FE and HE Performing Arts K Grantham 2021.
184. FE and HE Performing Arts Anne-Marie Crook CV.
185. FE and HE Photography CV Andy Gillatt.
186. Programme Specification FD Business and Management. v2.
187. Programme Specification FD Criminology with Psychology.
188a. Programme Specifications FD Criminology.
188b. Programme Specifications FD Musical Theatre with Contemporary Practice.
189. Programme Specification FD Electronic Music Production.
18a. Academic Board Agenda and Papers 22.01.21.
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191. FD Fine Art Programme Specification.
192. FD Graphic Design and Illustration Programme Specification.
193. Programme Specification - FD Photography.
194. Programme Specification FD Popular Music Performance.
195. Programme Specification FD YCLD Final.
196. Hull College FD Programme Specification 2022.
197. Prog Spec Cos Aesthetics V2 (PW Comments).
198. Staff Groups.
199. College HE Advisory Group agenda - 19 May 2021.
200. College HE Advisory Group Action Log.
201. College HE Advisory Group minutes - 4 March 2021 FINAL.
202. The Use of Feedback on Assessed Work.
203. HC Exam Board Minutes 28.06.21.
204. Item 6.2.1 - Planning Approval - FD Dance.
205. FD MTCP Background Document.
206. Final Capital Budgets.
207. Item 4.1 Report on HE Learning and Teaching Committee 2016-17.
208. Item 4 Report on HE LTRS Committee 2018-19.
209. Position Statement Digital Enabling the Curriculum.

210. Approval form for Covid19 related change FD GDI Hull College Signed.
211. Approval form for Covid19 related change FD Fashion Hull College Signed.
212. Minutes 03.02.21 Appeal BA Criminology.
213. Minutes 07.10.20 Appeal BA Business and Management.
214. Tutorial Records for QAA.
215. Safeguarding Young Children Young People and Adults.
216. SU1.2-Single-Equality-Scheme-policy.
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219. ICT 1.7 Remote access policy - ICT Systems.
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221. Remote Learning Staff Development.ppsx
222. Copy of Master Timetable Learning Festival.
223. Learner Experience Presentation 2020.
224. College Opening Briefing 24 February 2021.
225. Embedding EL and Enhancement Opportunities.
226. Staff Conference TR and AG.
227. HR1.36 - Staff Learning Development - Review 2024.
228. Professional Services SAR.
229. Quality Enhancement Plan July 2021 Update.
230. Research Bulletin.
231. Staff External Activities.
232. Art Walk Degree Show Flyer.
233. Peer Observation Report for LBB and DM.
234. Recent Selection and Appointment of New Staff Member.
235. Operating Procedures Main Grade Lecturers - Review Date - Under Review.
236. Staff to Student Ratios.
237. ASPDR Screenshot.
238. Canvas User Guide Screenshot.
239. Developmental Psychology Handbook 2021 L4.
240. Business Planning Update 2020 L4 Module Handbook.
241. Visual and Digital Media L4 Module Handbook .
242. Ways of Making 1 L4 Module Handbook.
243. 2020 Academic Skills L4 Module Handbook.
244. L4 Principles of Technique 2020 Module Handbook.
245. L5 Entrepreneurship - Module Handbook.
246. EYP L5 Module Handbook.
247. L5 Advanced Industry Skills Module Handbook.
248. Photography Elective 2 L5 - 2020 Module Handbook.
249. L5 Criminal Law Module Handbook.
250. Module Handbook Research Methods L5.
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252. L4 – Creative Music Technology Feedback Examples.
253. Hull College Module IV Document - L5 Journal and Seminar.
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255. The use of guitar tones to fit in specific genres Journal and Seminar.
256. Journal and Seminar Feedback.
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258. Studio in Practice Fine Art Student Work.
259. Studio Practice Assessment Form.
260. Studio Practice 2 Hull College Module IV Document.
261. THR Studio Practice Student Work.
262. THR Student Feedback.
263. IV Principles of Technique.

264. IV Principles Developmental Technique Level 5.
265. Student Feedback Sheet MLS Principles of Technique.
266. Student Feedback Sheet - JD - Principles of Technique.
267. IV Collaborative Practice.
268. Student Feedback Collaborative Practice.
269. PBL IV document.
270. Play Based Learning Student Feedback.
271. Enterprise and Employability IV.
272. Enterprise and Employability Student Feedback.
273. L4 - Fundamentals of Editorial Photography IV.
274. Fundamentals of Editorial Student Workbook Portfolio Evaluation.
275. Student Feedback Sheet - Editorial Photography Portfolio.
276. IV Document FD Photography and Filmmaking L5 Industry.
277. Industry Student Work.
278. Student Feedback Sheet - Industry Projects - Portfolio.
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281. Business Planning Student Work and Feedback.
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285. 2019-20 EE Report - FD Music Performance and Production.
286. 2019-20 EE Report - FD Photography and Filmmaking.
287. 2019-20 EE Report FD YCLD.
288. 2019-29 EE Report FD Construction Management.
289. Combined FD Programme Leader CVs.
290. Item 7.2 - 2019 SER.
291. List of HE Staff.
292. Marking and Moderation Examples.
293. FD Dance - Stage 2 Validation Approval Report - 01.04.20.
294. AQSC Minutes 10.06.20.
295. AQSC Minutes 21.11.18.
296. Academic Board Minutes 07-07-21.
297. Item 9.2 2019 Quality Enhancement Plan 2019 July 2019.
298. Academic Board Minutes 20-12-17.
299. Request for additional information 090821.
300. CV Mark Foster.
301. Hull College DAP Provider Information Form 16.09.21.
302. QAA Written Student Submission September 2021.
303. Hull College Curriculum Plan 2021-24 Commentary.
304. Hull College Curriculum Plan 2021-24.
305. Head of Higher Education Role Profile.
306. Structure September 2021.
307. Proposed Structure November 2021.
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309. College Operating Development Plan.
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311. Objectives KIMs KIPs.
312. Student Submission Response.
313. RIBA Hull College Report 2018 – confirmed – full.
314. FD Graphic Design and Illustration Response to External Examiner FD_2020.21.
315. Response to External Examiner FD Criminology with Psychology Year 1 and 2.
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317. BDes Graphic Design– Hull College – Copy.
318. External Examiner (a) Report_BA Architecture 2021.
319. External Examiner (b) Report_BA Architecture 2021.
320. EE Report FD Graphic Design and Illustration 2020-21.
321. MA Creative Practice – 2019-20.
322. BA Music- Hull College – Copy.
323. BA Fine Art- Hull College – Copy.
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325. BA Hons Business and Management validated for 5 years from Sep 2017 – Copy.
326. Business and Management -3-yr validation report.
327. Programme Revalidation Approval Report – BA (Hons) Architecture – Copy.
328. Record of Outcome Hull BA Performance.
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330. AQSC papers combined 21.11.18 – Copy.
331. AQSC Minutes 20.03.19.
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337. RIBA Letter 13.9.18.
338. 2018-12-20 Draft Corporation Minutes.
339. Item 7.2 – RIBA Draft Report.
340. RIBA Letter to Students.
341. Academic Board Minutes 23-01-19.
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343. Item 5.1 – APE report.
344. Item 5.3.1 – HCG Module Modification – FD Popular Music Performance.
345. Item 5.3.2 – OU Module Modification – MA Creative Practice.
346. Item 5.3.3 – HCG Module Modification – FD Criminology with Psychology.
347. Item 5.3.4 – HCG Module Modification – FD Fashion and Textiles.
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350. BA (Hons) Architecture – 2019-20.
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354. Item 4.3 – Annual Monitoring Update.
355. Item 5.1 – Annual Monitoring Update 20.01.2020.
356. Request for additional information 280921.
357. 2021 Library and eLearning SAR.
358. HE Learning Walks 2020.
M1. Senior Staff meeting notes.
M2. Student meeting notes.
M3. Professional and support staff meeting notes.
M4. Teaching staff and programme leaders meeting notes.
M5. Final meeting with senior staff.