

Annual Review Report 2019/20



ANNUAL REVIEW REPORT (ARR) FROM ASSOCIATED AND ACCREDITED INSTITUTIONS for 2019/20

1. Title of programme(s) covered by this report and a committee organogram

A list of programmes and associated cohort data is attached as Appendix 1.

An organogram of College's quality assurance and enhancement framework for HE is provided as Appendix 2.

There has been a change to the college structure and staffing for HE during 2019-20. These are:

- The key staff responsible for HE are therefore:
 - Head of Higher Education – Strategic Lead for HE
 - Directors of Quality – Quality Assurance and Enhancement
 - Academic Quality Officer– Operational Lead for HE Quality & Regulation

2. Action points addressed from previous Annual Review Report

The action plan devised to address issues arising from the 2019-2020 Annual Review Report to the University, informed by individual Annual Programme Reviews, student feedback (including Boards of Studies), reports from External Examiners and reports from external accrediting bodies is provided at Appendix 3. It has been updated with progress to date.

3. Student numbers

Intake of new Level 4 students onto University of Surrey degree programmes was 131 which represents a small decrease from the previous year. The profile of Level 4 offering remains largely the same, with the addition of an accelerated programme in Business Management which replaces the 3 year degree which is currently teaching out.

Overall numbers are slightly higher with 346 students, increasing from 313 in the previous year.

The College is progressing with its strategy of increasing its HE offer, with the validation of the BA (Hons) Game Design and Development (Accelerated) and BA (Hons) Illustration degrees commencing 2019-20. In addition, the BA (Hons) Broadcast Media and Film Production (Accelerated) degree was validated as a replacement for the BA (Hons) Media Production programme which is currently teaching out.

Actions taken

- Continuing to target Higher level provision as a key priority for the College in the new transformation strategy

- Developing our HE growth trajectory to increase higher level student numbers by 2021/22
- Developing Higher and Degree level Apprenticeships, to complement existing provision, in line with LEP priorities and the higher-level skills needs of the economy
- Strengthening work with employers to meet higher skills needs through higher and degree apprenticeships
- Renewing the focus on making internal progression from Level 3 programmes, especially Access, attractive through the provision of bursaries partly resourced within the Access Agreement.
- Continuing to promote the distinctiveness of the offer, especially the full-time work-based and fast track full time offer.
- Develop stronger links with feeder institutions, including Hampshire Sixth Form Colleges and Surrey Sixth Forms.
- Facilitating the progression of Level 3 students to HE by providing taster events, focussed tutorials, parents' meetings and pre-approval of means-tested bursaries.

4. Student progression

A detailed set of statistical information for programmes delivered in 2019-20 is appended. (Appendix 1)

In 2019-20, 346 undergraduate students studied University-validated programmes. During the year, 21 of those students withdrew from their programme and 1 had their registration terminated on the grounds of failure to make academic progress. A further 15 suspended their registration. This resulted in a progression/achievement rate of 91% which is slightly lower than in the previous year. Just over half of the students that did not progress were at Level 4.

At Level 4, 85% of students progressed to the next stage of their programme, which is a small decline on last year's progression rate of 90%. Of the students that did not progress, 13 withdrew part-way through the level and 1 withdrew with a Certificate of Higher Education. One student had their registration terminated due to failure to make academic progress and a further 5 students have had their registration suspended and are expected to return to their studies in 2020-21.

Of the non-accelerated Bachelors degree students starting Level 5, 96% progressed to Level 6, which is an improvement on the previous year. Of the students that did not complete the year, 1 completed the level and was awarded a Diploma of Higher Education, and 1 had their registration suspended. 32 second-year Accelerated Degree students started the year and 88% achieved. Three students suspended their registration, 1 student withdraw with a Certificate of Higher Education and 1 student withdrew part-way through the year. In addition, 41 Foundation Degree students started their Level 5 with 93% achieving their qualification, 1 withdrawing and 2 students suspending their registration.

There are no anomalies identified with the progression rates, and no issues have been raised concerning the attrition of students.

5. Student awards

The Progression/Achievement rate was 91% compared to 96% last year. Of those who did not achieve, just over half had withdrawn, 1 student was course terminated and 40% had an agreed suspension of registration and are likely to successfully complete their studies.

The trend of degree results classifications since 2005 is shown in a summary of Firsts and Distinctions. (Appendix 4). The Degree classification trend continues to illustrate a stable pattern of distribution. The percentage of students achieving Good Degrees in 2019-20 increased by 10%, this is possibly due to and increasing proportion of mature students and encouragement from External Examiners to use the higher band of marks.

The percentage of students achieving a Distinction grade upon completion of their Foundation Degree programme in 2019-20 was 30% which is an increase on the previous year.

6. Comments made by External Examiners

External Examiner (EE) reports have been received for all programmes for academic year 2019/20. Significant areas of good practice have been identified, as well as some areas requiring further enhancement. These have been addressed by the relevant Programme Teams in their development plans.

As in previous years, a largely universal theme arising from the EE reports was the continued excellence of written feedback to students. This was generally recognised as being of high quality, individually targeted, often relating to the achievement of learning outcomes and usually included constructive feedforward comments. In some instances, it was felt that the delivery of feedback could be improved through greater consistency between modules. On a number of occasions, the EE's highlighted the feedback given to dissertations as being excellent practice.

The clear and effective marking strategies and transparent internal moderation procedures employed by programme teams were again identified as a general strength and area of good practice. There were some recommendations concerning using the full range of marks, especially at the highest (First) end of the scale and ensuring that all students were treated with parity regardless of their inclusion or exclusion in the moderation sample.

The EE's continued to largely commend the wide variety of well-designed, appropriate, and in some cases innovative, assessment types that offered good scope for differing student learning styles. In some programme areas, the EE's suggested that an even wider range of assessment methods could be adopted, as well as giving students an opportunity to deliver more detailed analysis by increasing essay word limits, especially at Level 6.

A number of EE's emphasised the clear and coherent structure of well-designed programmes which promoted the relationship between theory and practice and allowed for the development of employability skills. It was noted in a small number of subject disciplines that the curricula could benefit from added diversity and decolonisation.

Teaching teams were highly commended for the level of support given to students, especially during the testing times of the pandemic. EE's commended

a student-centred approach to teaching, learning and assessment in several teams leading to an empathetic and inclusive study environment.

For a small number of programmes, development points included better communication and increased engagement with the EE regarding assessment setting, assessment moderation, changes to assessment and availability of marked student work to review. Some teams were encouraged to continue to build links with the wider community, including local employers. For some teams, ensuring that the VLE was kept up to date and easy to navigate was suggested as an area for improvement. Investment in physical resources was recommended by several EE's in order for students to fully achieve their potential and acquire essential employability skills.

External Examiner reports and the Programme Team's responses are presented at each Board of Studies meeting, with the areas requiring attention reviewed and the corresponding action plan updated and agreed by the Board. (Appendix 5a and 5b).

7. Evaluation and feedback from students

The College seeks the views of students in several ways. Students provide written feedback after induction, in relation to specific modules, during each year of study and at the end of their programmes. Module evaluations provide information that may impact directly upon the teaching of modules by individual staff. This allows course managers to directly assess the success of individual lecturers and to undertake any necessary improvements in quality. The views of students are also obtained through participation in Boards of Study meetings, in the College HE Forums and representation on the Corporation Board. In addition, groups of students meet with external panels for validation and periodic review events, which provides another valuable source of student opinion. Self-evaluation is undertaken by programme teams at course level. Student feedback data is reflected upon as part of this process.

Student feedback through the 2020 National Student Survey (NSS) has been received and analysed. The overall summary of satisfaction scores, compared to 2019, is shown below.

Year	Measure	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student Voice	The students' union effectively represents students' academic interests.	Overall satisfaction
2020	% Agree	84	83	73	79	74	86	76	74	56	83
2019	% Agree	88	87	74	84	72	77	79	65	56	84
	Difference	-4	-4	-1	-5	+2	+7	-3	+9	=	-1

The number of students eligible to take part in the survey is small at 111, however 78 students participated this year. The overall satisfaction score is at 84%, which

is 0.6% above national average. For those areas where comparisons can be made for the last two years:

- NSS 2020 results are 0.6% above the National Average (NA) for Overall Satisfaction. The UK NA for Overall Satisfaction in 2020 is 82.7%, 0.8% below the 83.5% score in 2019.
- Teaching Quality and Opportunities to Learn are above NA over the last three years and 4.9% above NA in 2020.
- Three-year results still show an inconsistent picture with Learning Resources, Learning Community and The Students' Union all scoring more than 5% below NA.
- Assessment and Feedback on work is up 5.9% on 2019 and shows an improving three-year trend.
- Of a possible 111 students 78 responded, the participation rate is at 70%, 2% above NA.
- Four academic areas are represented in the survey and highest to lowest overall satisfaction rate is: Education (100%), Psychology (100%), Sociology (91%), Teacher Education (75%).

As part of programme of self-assessment for HE programmes, targets for improvement in overall levels of satisfaction have been set. Work continues at programme level to consult with students and to improve their experience, especially areas of 'Student Voice' and 'Learning Community'.

8. Changes to the programme (s) and issues raised through validation, periodic review, PSRB accreditation, programme benchmarking, etc.

The College continues to utilise the quality assurance processes and procedures provided by the University for its undergraduate programmes. These are made available to staff through the intranet.

The College quality assurance and enhancement processes and activities are stated in the Total Quality Assurance Framework (TQAF) that is underpinned and shaped by the following key principles:

- Aspects of the quality framework should be informed by appropriate internal and external involvement;
- Students should be encouraged to engage with quality processes to improve the student experience;
- Quality assurance and enhancement processes and activities should be evidence-based, drawing on a range of quantitative indicators and qualitative information to identify issues, evaluate effectiveness and inform action planning for quality improvement; and
- The quality assurance and enhancement framework should be informed by frequent self-evaluation and reflection.

Some examples of where internal and external stakeholder involvement and feedback, student feedback and representation, analysis of evidence and self-evaluation and reflection have influenced change are set out in the action plans appended to this report, and within the commentary of this report.

The strong links which are maintained between the College and the University continue to ensure that quality assurance at the College is in line with the University's expectations. During 2019-20, the University's Director of Quality Enhancement and Standards was a member of the College's Quality & Standards Committee. Relevant representatives from the College attended meetings at the

University, as appropriate, for the consideration of matters that will inform future directions for the College.

Validation and Review

The validation and review process continued to operate effectively during 2019/20. The Vice Principal - Quality & Higher Education chaired each of these events, with panel members drawn from other appropriate Higher Education Institutions, industry and the student body.

The initial preparatory process of 'internal re/validation' was guided in 2019-20 by the Academic Registry (AR) Team. Programme Teams were supported in the development of their programmes and submission of paperwork for both internal meetings and external panels. The AR Team met regularly with programme teams. The internal process has continued to be strengthened by the appointment of an 'Expert Reader' at the internal re/validation stage, who considers the draft submission and provides a critical evaluation. The role of 'Expert Reader' within internal validation was introduced in 2007-8 by the College and continues to be a very useful addition in assuring standards by providing an external view of the specifics of curriculum design. The internal re/validation process has ensured that all submission documentation met the required standards to proceed to external re/validation. The thoroughness of the preparation continues to be recognised by external re/validation panels. The validation and review summary 2019-20 is appended (Appendix 6).

Validation/revalidation reports were published after each event, detailing the panel processes and decisions made. The following programmes were subject to review:

- BA (Hons) Illustration – Validation
- BA (Hons) Broadcast Media and Film Production (Acc) – Validation
- BA (Hons) Game Design and Development (Acc) – Validation
- BSc (Hons) Sport Science (Human Performance) – Periodic Enhancement
- BSc (Hons) Sport Conditioning, Rehabilitation and Massage - Validation

Commendations – General Themes

- The experienced, dedicated and enthusiastic staff teaching on the programmes.
- The well-designed programmes with excellent combinations of creative, technical and academic content giving students a good all-round introduction to the subject.
- The very positive feedback from existing students regarding all aspects of their programme.
- The strong external links with respect to visiting speaker programmes, trips and the opportunities for networking.
- The inclusion of synoptic assessment.
- The flexibility of learning with the availability of online delivery allowing remote attendance and the opportunity to revisit recorded content in certain disciplines.
- The embedding of external qualifications into certain programmes which increases graduate employability.

Conditions - General Themes

- Introduce an element of group assessment where relevant and develop a group assessment strategy that clearly explains how marks will be allocated for group work.
- Develop a clear strategy to ensure that all core production skills are achieved by each student.
- Undertake a mapping exercise to ensure that appropriate FHEQ levels are clearly reflected across the modules within the programme.
- Clarify module sequencing to ensure appropriate progression throughout the programme, module pre-requisites/co-requisites should be updated to reflect sequencing activity.
- Ensure references to relevant industry software are clearly incorporated into the module descriptors where necessary.
- Ensure consistent use of specialist language and terminology.
- Map the acquisition of clinical hours across the programme.

Recommendations - General Themes

- Review the assessment strategy to include peer assessment and playtesting where relevant, as well as the opportunity to introduce more creative assessment where applicable.
- Consider institution membership to relevant bodies and develop industry liaison groups for new subject disciplines.
- Consider reviewing the module reading lists to expand the variety of texts.
- Consider providing more opportunities for real world learning as well as introducing the potential to work with more clients throughout the programme.

All conditions were met by the respective Programme Teams resulting in open-ended approval for all programmes until the periodic enhancement process review is required (normally a period of 5 years). The Programme Teams also responded to all recommendations suggested by the individual Panels.

9. Student appeals, complaints and grievance

The College operates a comprehensive system for dealing with any complaints, concerns or representations made by students. The full details of the nature of all complaints made and the outcome of the resulting investigation are reported in the 'Complaints Analysis 2019-20', which is scrutinised by the Corporation's Curriculum & Standards Committee.

There was one formal complaint from a student who received a 2:2 with an average of 56% and complained. The matter was investigated and it was found that there were no grounds for the complaint.

10. Educational Oversight procedures

The College is a 'General Further Education College' with significant proportions of its provision falling within both the FE and the HE sectors. For the purposes of the College's Tier 4 delegated responsibilities, Educational Oversight is provided by Ofsted. The organisation inspects provision using the Common Inspection Framework. The College was inspected by Ofsted in 2011 and was

awarded an overall grade of 'Outstanding'. The recognition of the College as an outstanding provider is subject to annual external monitoring by Ofsted and this exceptionally high standard has been maintained in each year.

The College HE provision is subject to review by QAA, the most recent of which was a Quality Review Visit undertaken in March 2017. The QAA review team were very satisfied with the College's provision and concluded that:

- The College has appropriate governance structures, policies and procedures that enable it to fulfil its responsibilities to its awarding partners and to meet baseline regulatory requirements in the setting and maintenance of academic standards. The review team identifies no areas for development or specified improvements.
- The review team concludes that there can be confidence that academic standards are reliable, meet UK requirements, and are reasonably comparable.
- The College has sound policies and procedures in place to ensure that the quality of the student academic experience is appropriately managed and monitored in line with the baseline regulatory requirements. Due consideration has been given to relevant external frames of reference, codes and guidance to verify the alignment of current practice and to identify areas where internal processes can be strengthened. The review team identifies one area of development to strengthen awareness of current student engagement activities among the wider student body. The review team makes no recommendations for specified improvements.
- The review team concludes that there can be confidence that the quality of the student academic experience meets baseline regulatory requirements

The organogram provided on Appendix 2 sets out the mechanisms for Educational Oversight within the College. The Corporation has overall responsibility for Educational Oversight with the Curriculum and Standards Committee receiving reports on academic matters from the senior management team. The College Quality & Standards Committee receives reports from Examination Boards and External Validation Panels. Quality processes and the approval of new programmes are overseen by the Quality & Standards Committee, reporting to the Senior Management Team. The Annual Review Report is reviewed by Quality & Standards Committee and approved by the College Corporation.

The internal arrangements for Academic Oversight are robust. The communication of HE issues arising at programme level to the senior management team and the Corporation is effective. The strategic direction for HE is a clear interest of the College's governing body and is subject to regular debate.

11. Student placements

Most College programmes offer work placement as an integral part of validated programmes. Some students are in employment and complete credit bearing modules in the workplace supported by an approved mentor and assessed by the College. Other students attend full-time and complete work-related modules during a scheduled period of work experience, drawing on experiences to enable them to meet the learning outcomes. A Work-based and Placement Learning Handbook is provided for all parties to the placement

A few programmes do not have learning outcomes related to placement learning, and the need for these is considered when a programme is scheduled for re-validation. According to the College's Work-based and Placement Learning Policy, students are required to have a period of work experience as part of the development of their employability skills. The programme self-assessment process requires programme managers to reflect upon the provision of work placement and experience, where it does not form part of the assessed programme.

Due to Covid 19 some work placements were replaced by freelance work or alternative assessments.

12. Students with disabilities and specific learning difficulty

Where a student chooses to disclose a learning need or disability that may affect their ability to learn, a reference is made to a relevant learning support specialist. The specialist will make contact with the applicant as appropriate and follow their progress through the application and enrolment processes, and beyond, to ensure that any support needs are met. Students' specific support needs on academic or pastoral matters can be identified by staff or students themselves. Students access advice and support in relation to learning difficulties or disabilities and the development of study and academic writing skills. The Student Services Team provides specialist advisers including counselling, careers advice and health advice.

Overall, 71 students who enrolled on University validated programmes in 2019/20 identified that they had a disability and/or a learning difficulty. This is higher than last year's figure of 58. They identified the following types of disabilities.

Disability Code	No
10 - Moderate learning difficulty	4
11 - Severe learning difficulty	1
12 - Dyslexia	21
13 - Dyscalculia	1
14 - Autism spectrum disorder	4
15 - Asperges syndrome	1
17 - Speech, Language and Communication Needs	1
4 - Visual impairment	3
5 - Hearing impairment	1
6 - Disability affecting mobility	1
8 - Social and emotional difficulties	2

9 - Mental health difficulty	14
94 - Other specific learning difficulty (e.g. Dyspraxia)	6
95 - Other medical condition (for example epilepsy)	5
96 - Other learning difficulty	2
97 - Other disability	1
Grand Total	71

All students identifying as having a disability and/or learning difficulty received appropriate levels and types of support and, therefore, their progress was similar to that of their wider peer group.

13. Comments on quality enhancement activities within the programmes and practice which might be usefully disseminated to other Associated and Accredited Institutions/University of Surrey Faculties/colleagues

The College's HE Working Group and the linked HE Practitioners Group provide effective fora for the discussion of matters relating specifically to the organisation and delivery of HE programmes. The groups have taken a lead in key quality enhancements, such as the development of online marking and the further integration of e-learning.

14. Changes in resources

As outlined above, the College has committed significant additional resource to the delivery of HE programmes in the last few years. This has included continued investment in redeveloping the building infrastructure to give a better, more modern teaching environment

The College has progressed further with developing the provision of online attendance at lectures. All HE teaching spaces have now been equipped with video conferencing facilities to allow students the opportunity to attend remotely and for sessions to be recorded and made available afterwards to help students with revision of session content.

15. Any specific learning and teaching issues to bring to the University attention

None

16. Other

None

17. This annual review report was discussed and the following actions agreed

A College-level development plan has been appended to be delivered in conjunction with programme level development plans. The plans address issues relating to student, External Examiner and staff feedback. (Appendix 7)

Signed by Head of Higher Education

Name: Lawrence Magee

Signature: 

Date 20-10-20

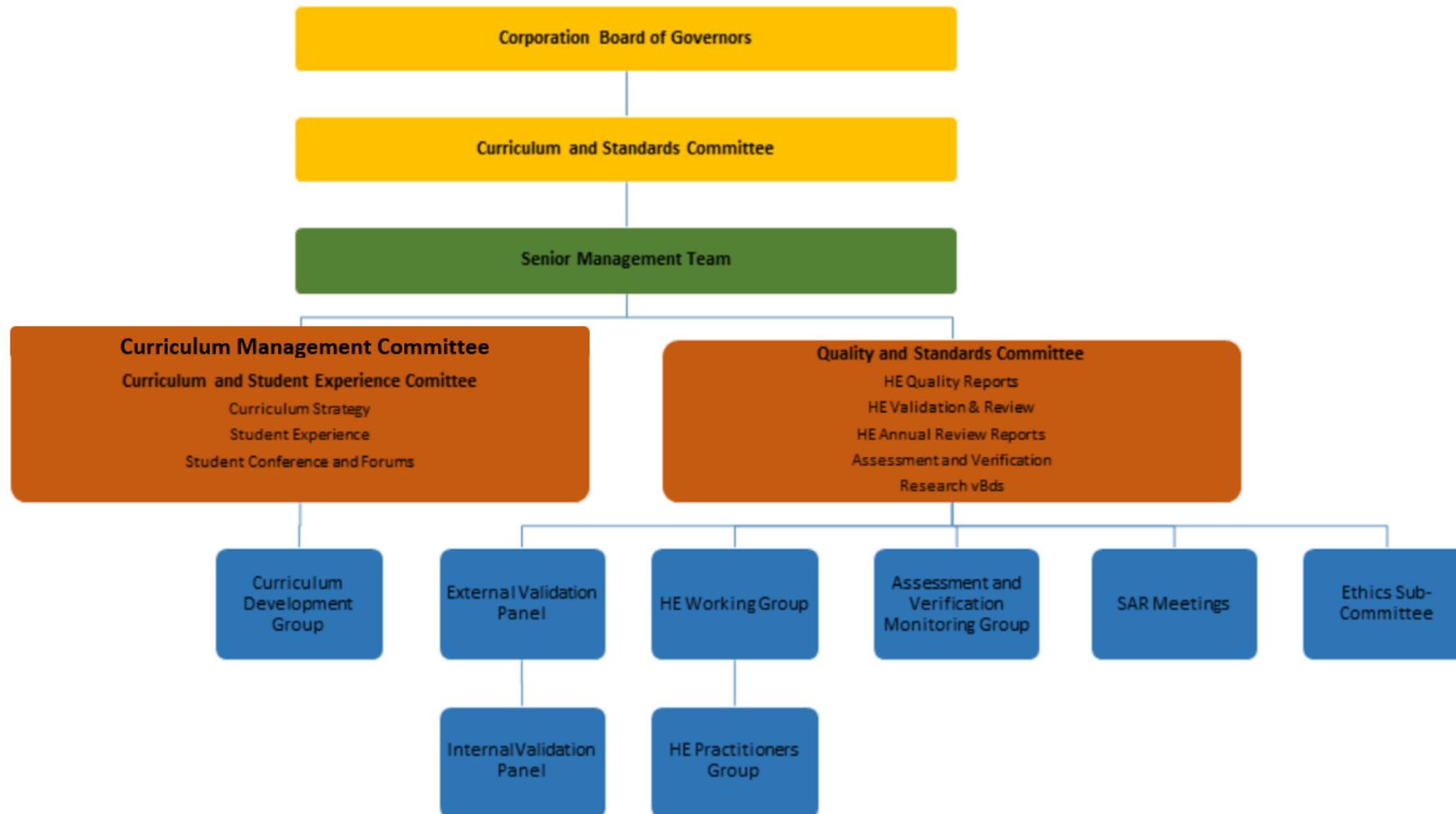
Seen and approved by the Principal and Curriculum & Standards Committee:

Date Thursday 12th November

Appendix 1: A list of validated programmes and associated retention and achievement data 2019-20

Course	Level	No. Started Course	Withdrawn	Refer	Defer	Pass Proceed	Continue Level	Pass - CertEd and PGCE	Award	Merit	Distinction	1st	2.1	2.2	3rd	Ordinary	DipHE	CertHE	FdCert	Retake year	Suspension of Registration	Course Suspended	Course Terminated	% retained	% progressing / achieved	
BSc(Hons) in Psychology and Criminology	Yr2	11	1									1	7	1	1										91%	100%
BSc(Hons) in Psychology and Criminology	Yr1	23	3		1	19																			87%	95%
BSc(Hons) in Psychology with Sociology	Yr2	5										3	1								1				100%	80%
BSc(Hons) in Psychology with Sociology	Yr1	5				5																			100%	100%
BSc(Hons) in Psychology with English	Yr2	0																								
BSc(Hons) in Psychology with English	Yr1	1				1																			100%	100%
BSc(Hons) in Criminology with Sociology	Yr2	5										1	3								1				100%	80%
BSc(Hons) in Criminology with Sociology	Yr1	5	2			3																			60%	100%
BSc(Hons) in English with Sociology	Yr2	0																								
BSc(Hons) in English with Sociology	Yr1	1				1																			100%	100%
BA (Hons) English with Criminology	Yr1	1				1																			100%	100%
BA (Hons) History with Criminology	Yr 2	1											1												100%	100%
BA (Hons) History with Criminology	Yr 1	2				2																			100%	100%
BA (Hons) History with English	Yr 2	6											4	1				1							100%	100%
BA (Hons) History with English	Yr1	3			1	2																			100%	67%
BA (Hons) History with Psychology	Yr 2	2											2												100%	100%
BA (Hons) History with Psychology	Yr 1	1				1																			100%	100%
BA (Hons) History with Sociology	Yr 2	2										1	1												100%	100%
BA (Hons) History with Sociology	Yr1	1				1																			100%	100%
BA (Hons) In Education (Learning Support)	6	14	1									4	5	3							1				93%	92%
Foundation Degree In Learning Support	5	24	1						8	9	4										2				96%	91%
	4	16	1			14															1				94%	93%
BSc (Hons) Counselling (Top-up)	6	12	2									1	6	1							2				83%	80%
Foundation Degree In Early Childhood Studies	5	6							2	1	3														100%	100%
	4	6	1			5																			83%	100%
Foundation Degree In Early Years: Education and Practice	5	11			1				1	5	4														100%	91%
	4	16	3		1	12																			81%	92%
BA (Hons) In Early Childhood Studies	6	9										4	2	3											100%	100%
BA (Hons) In Early Years Education and Practice	6	10	1									4	2	3											90%	100%
BSc (Hons) In Sport Science (Human Performance)	6	12			1							3	3	3	1						1				100%	83%
	5	13				12												1							100%	100%
	4	9				8																	1		100%	89%
BA (Hons) Business Management	6	6										2	1	3											100%	100%
	5	5				5																			100%	100%
BA (Hons) Business Management (Acc)	4	13	1	1		11																			92%	92%
BSc (Hons) Computing (Top-up)	6	11	1		2							2	1	4	1										91%	80%
BA (Hons) In Media Production (all pathways)	6	4		1								2	1												100%	75%
	5	11				10																			100%	91%
	4	10	1			8															1				90%	89%
BA (Hons) Graphic Design	6	6			1							1	2	2											100%	83%
	5	10				10																			100%	100%
	4	9			1	7															1				100%	78%
BA (Hons) Photography	6	8			1									2	4										100%	75%
	5	11				11															1				100%	100%
	4	9	2			5															2				78%	71%
Totals:		346	21	2	10	154	0	0	11	15	11	29	44	28	3	0	1	1	0	0	15	0	1		94%	91%

Appendix 2: Overview of the College's QA framework for HE



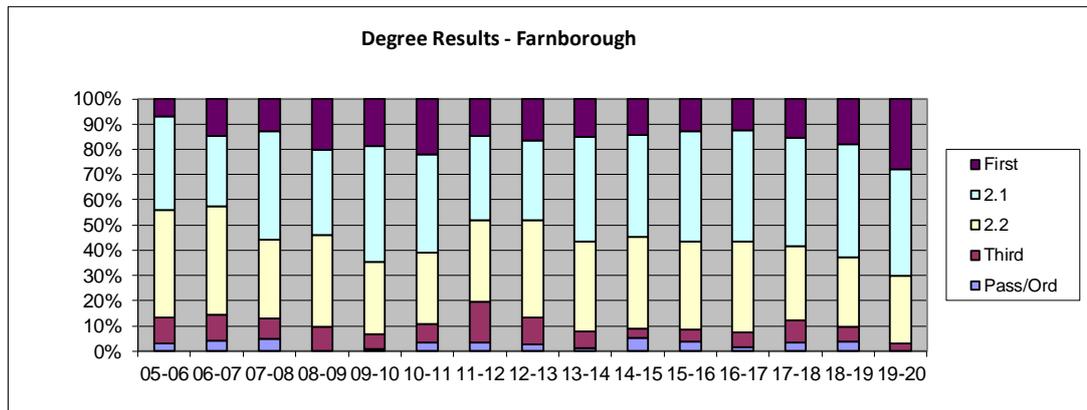
Appendix 3: Progress Review of Annual Review Report Action Plan for 2018-19

Issue	Areas to be addressed	Who is responsible?	Target date	Progress review
NSS performance	Embed improvements which lead to increased satisfaction levels in 2018/19 in all programme areas.	Vice Principal Curriculum Vice Principal Safeguarding & Learner Services	Feb 2020	<ul style="list-style-type: none"> • Learners informed of improvements, with regular reminders of what has been improved. • 2020 NSS results are positive and is 0.6% above national average. Teaching Quality and Opportunities to Learn are above NA over the last three years and 4.9% above NA in 2020.
Implement focus groups for Access and Participation Plan	This group will consider strategies to promote HE to harder to reach learners.	Vice Principal Curriculum Vice Principal Safeguarding & Learner Services	July 2020	<ul style="list-style-type: none"> • FCOT consulted students and created Focus Groups in preparing the access and participation plan which was accepted by OfS. • Targeted specific groups: campaign on Nepali radio; potential learners in specific wards; enhanced recruitment from Access course - fast track degree attracting more mature students. • Higher Education Outreach Network (HEON) participation project underway, funding agreed, final outcome 2020.
Coordinate social events for HE students	Students have requested more social events and to participate more fully in wider College activities.	Vice Principal Curriculum Vice Principal Safeguarding & Learner Services Head of Learner Services	July 2020	<ul style="list-style-type: none"> • Regular coffee mornings were arranged that enabled students to raise issues with Head of HE. • Matriculation took place which included social aspect with refreshments provided.

Issue	Areas to be addressed	Who is responsible?	Target date	Progress review
Careers Advice and Guidance	Enhance careers advice for all students by introducing workshops.	Vice Principal Curriculum Vice Principal Safeguarding & Learner Services Head of Learner Services	July 2020	We held a Careers event at the end of the summer term, a workshop was made available online to students

Appendix 4 Degree classifications analysis 2005-20

Degree Awards 2005 - 2020 Farnborough College of Technology



Degree Classifications	Total	First			2.1			2.2			Third			Pass/Ord		
		No.	%	chnq	No.	%	chnq	No.	%	chnq	No.	%	chnq	No.	%	chnq
19-20	104	29	28	9.8	44	42	-2.5	28	27	-0.7	3	3	-2.8	0	0	-3.8
18-19	105	19	18	2.7	47	45	1.9	29	28	-2.1	6	6	-3.1	4	4	0.5
17-18	91	14	15	3.1	39	43	-1.4	27	30	-6.4	8	9	3.1	3	3	1.7
16-17	122	15	12	-0.7	54	44	0.8	44	36	1.0	7	6	1.2	2	2	-2.3
15-16	154	20	13	-1.3	67	44	2.9	54	35	-1.0	7	5	0.8	6	4	-1.4
14-15	133	19	14	-1.2	54	41	-0.1	48	36	0.0	5	4	-2.9	7	5	4.2
13-14	194	30	15	-1.2	79	41	9.3	70	36	-2.4	13	7	-4.2	2	1	-1.5
12-13	156	26	17	2.0	49	31	-2.1	60	38	6.1	17	11	-5.0	4	3	-1.0
11-12	170	25	15	-7.3	57	34	-5.5	55	32	4.0	27	16	8.8	6	4	0.0
10-11	141	31	22	3.1	55	39	-6.9	40	28	-0.3	10	7	1.4	5	4	2.7
09-10	122	23	19	-1.1	56	46	12.0	35	29	-7.8	7	6	-3.8	1	1	0.8
08-09	115	23	20	7.1	39	34	-8.9	42	37	5.1	11	10	1.7	0	0	-5.0
07-08	140	18	13	-1.7	60	43	14.6	44	31	-11.3	11	8	-2.6	7	5	1.0
06-07	124	18	15	7.4	35	28	-8.8	53	43	0.2	13	10	0.2	5	4	0.9
05-06	127	9	7		47	37		54	43		13	10		4	3	
		"Good degrees"														
	Total	No.	%	chnq												
19-20	104	73	70	7.3												
18-19	105	66	63	4.6												
17-18	91	53	58	1.7												
16-17	122	69	57	0.1												
15-16	154	87	56	1.6												
14-15	133	73	55	-1.3												
13-14	194	109	56	8.1												
12-13	156	75	48	-0.2												
11-12	170	82	48	-12.8												
10-11	141	86	61	-3.8												
09-10	122	79	65	10.8												
08-09	115	62	54	-1.8												
07-08	140	78	56	13.0												
06-07	124	53	43	-1.4												
05-06	127	56	44													

Academic Year	Bachelors Degrees			Foundation Degrees			Total number of Bachelors degrees and FDs awarded
	Number awarded	With 1st class honours	% 1sts	Number awarded	With Distinction	% Distinction	
2019-20	104	29	28	37	11	30	141
2018-19	105	19	18	30	7	23	135
2017-18	91	14	15	32	8	25	123
2016-17	122	15	12	36	12	33	158
2015-16	154	20	13	68	17	25	222
2014-15	133	19	14	83	8	10	216
2013-14	194	30	15	119	16	13	313
2012-13	156	26	17	191	32	17	347
2011-12	164	25	15	193	32	17	357
2010-11	141	31	22	240	39	16	381
2009-10	139	22	16	214	40	19	353
2008-09	107	22	21	136	43	32	243
2007-08	128	18	14	137	23	17	265
2006-07	135	17	13	116	33	28	251
2005-06	124	8	6	149	26	17	273
2004-05	112	16	14	118	28	24	230
2003-04	140	11	8	44	12	27	184
2002-03	170	11	6	10	4	40	180
2001-02	132	8	6	n/a	n/a	n/a	132
2000-01	144	4	3	n/a	n/a	n/a	144
1999-00	161	7	4	n/a	n/a	n/a	161
Total	2280	275	12	1750	336	19	4030

Appendix 5a: Progress Review of general issues arising in 2018-19 External Examiners' Reports

Area for Development	Action to be taken	Target Date	Action By	Reported To	Progress 2019-20 Report
<p>Assessment practice (Quality) Ensure marks are awarded out of 100% for each assessment task and confirm grade descriptors and marking schemes are applied correctly.</p>	<p>Programme Team to review marking practices.</p>	<p>December 2019</p>	<p>Programme Team – Faculty of Academic Studies</p>	<p>Board of Studies; Board of Examiners;</p>	<p>This has been discussed by the faculty team and lecturers are aware if this advice</p>
<p>Assessment Practice (Feedback) Ensure that all assessors adopt a standard approach to online marking and feedback rubrics and make sure there are consistent levels of appropriate feedback between modules and courses.</p>	<p>Programme Teams to review marking practices.</p>	<p>December 2019</p>	<p>Programme Teams – Faculty of Academic Studies; Faculty of Enterprise, Creative and Sport</p>	<p>Board of Studies; Board of Examiners;</p>	<p>The programme team have reviewed marking practices and adopted a standard approach</p>
<p>Curriculum Content Update the relevant curricula in light of current debates around decolonisation in order to widen the syllabus to incorporate a range of perspectives, genders, ethnic and other backgrounds.</p>	<p>Ensure students have the opportunity to develop knowledge and understanding of current issues and research within the subject discipline.</p>	<p>June 2019</p>	<p>Programme Team – Faculty of Academic Studies</p>	<p>Board of Studies; Board of Examiners;</p>	<p>Modules have been amended to take this into account</p>

<p>Assessment Practice (Design) Review assessment weightings, especially at Level 6, to allow for one in-depth and complex piece of work which would be reflected by a greater word count and analysis of more secondary sources.</p>	<p>Programme Team to review the assessment strategy.</p>	<p>June 2019</p>	<p>Programme Team – Faculty of Academic Studies</p>	<p>Board of Studies; Board of Examiners;</p>	<p>Level 6 Assessment Weightings were reviewed and this issue addressed</p>
<p>Assessment Practice (Feedback) Feedback should include comments regarding the student's referencing skills.</p>	<p>Programme Teams to review guidance on feedback to students.</p>	<p>December 2019</p>	<p>Programme Teams – Faculty of Academic Studies; Faculty of Enterprise, Creative and Sport</p>	<p>Board of Studies; Board of Examiners;</p>	<p>Feedback guidance was reviewed and best practice adopted</p>
<p>Assessment Practice (Design) Review the assessment strategy to avoid over-assessment and reconsider the inclusion of written exams.</p>	<p>Programme Team to review the assessment strategy.</p>	<p>June 2019</p>	<p>Programme Team – Faculty of Enterprise, Creative and Sport</p>	<p>Board of Studies; Board of Examiners;</p>	<p>Assessment was considered and assessment adjusted within UoS Regs</p>

<p>Resources/Staff Improve the facilities for printing in the Arts disciplines and practical skills in the Sports disciplines to allow students to present their work at the best possible standard and improve employability skills respectively.</p>	<p>Programme Teams to apply for capital bids for investment in physical resources.</p>	<p>June 2020</p>	<p>Programme Teams – Faculty of Academic Studies; Faculty of Enterprise, Creative and Sport</p>	<p>Board of Studies; Board of Examiners; AVMG</p>	<p>A capital bid was approved for improved printing facilities in the Arts and lab facilities in sports.</p>
<p>Assessment Practice (Quality) Review marking practices to ensure that high end marks are awarded where justified but that marks are consistent with the sector average.</p>	<p>Programme Teams to review marking practices.</p>	<p>December 2019</p>	<p>Programme Teams – Faculty of Academic Studies; Faculty of Enterprise, Creative and Sport</p>	<p>Board of Studies; Board of Examiners; AVMG</p>	<p>Marking practices reviewed to ensure that high end marks are awarded consistent with the sector average</p>
<p>Resources/Staff Consider creating more time/opportunities for staff to carry out research and develop their own knowledge and understanding.</p>	<p>Continue to support staff development and encourage applications to the Research fund / Staff Development budget as applicable.</p>	<p>June 2020</p>	<p>Programme Team – Faculty of Enterprise, Creative and Sport</p>	<p>Board of Studies; Board of Examiners;</p>	<p>The Research and Scholarly Activity Budget was increased and staff advised of the opportunity to bid for funds</p>
<p>Curriculum Content Consider offering more guidance to students with respect to achievable and appropriate dissertation titles/topics.</p>	<p>Arrange Dissertation clinics at an early stage of the module.</p>	<p>March 2020</p>	<p>Programme Team – Faculty of Academic Studies</p>	<p>Board of Studies; Board of Examiners;</p>	<p>This advice was taken on board and discussed at the Board of Studies</p>

Appendix 5b: College Development Plan to address general issues arising in 2019-20 External Examiners' Reports

Area for Development	Action to be taken	Target Date	Action By	Reported To	2020-21 Progress Report
<p>Assessment practice (Quality) Review moderation processes to ensure all students are treated fairly and with parity regardless of their inclusion/exclusion in the moderation sample.</p>	Review grades that might be changed during the IV process where a learner may change band. Review all assignments if this is the case.	December 2020	Programme Team – Faculty of Academic Studies	Board of Studies; Board of Examiners; AVMG	New procedure put in place to review all assignments in cases where some IV marks require changes
<p>Assessment Practice (Feedback) Standardise marking practices in terms of completion of the rubric. Review the rubric regarding making it more organised towards specific criteria. Consider a feedforward section in Turnitin.</p>	Review at Team meeting to agree on a standardized approach. More emphasis will be placed on feed-forward.	December 2020	Programme Teams – Faculty of Academic Studies	Board of Studies; Board of Examiners; AVMG	Team meeting to agreed on a standardised approach.
<p>Assessment Practice (Feedback) Utilise the full marks available, especially at the higher end.</p>	Review marking and IV'ing practices and include standardisation in Team meetings to consider marks, especially in relation to First/Distinction grades.	December 2020	Programme Teams – Faculty of Academic Studies	Board of Studies; Board of Examiners;	Full range of marks discussed at Board of Studies and Board of Examiners
<p>Assessment Practice (Design) The range and type of assessments could be reviewed, with the possibility of introducing some different forms, e.g. presentations, shorter written pieces, reports,</p>	Consider introducing some modifications such as the use of a blog, a leaflet and also formative and summative presentations.	December 2020	Programme Team – Faculty of Academic Studies	Board of Studies; Board of Examiners; AVMG	Training was put in place to ensure staff are aware of the possible alternatives to traditional assessment methods.

<p>Programme Administration</p> <p>Provide more clarity with respect to when student work will be available in each semester for EE scrutiny.</p> <p>Ensure moderation paperwork/process for each module is available to the EE.</p> <p>Ensure the EE is updated and engaged with the course, especially regarding assessment setting and moderation, via regular communications.</p>	<p>Team to ensure EE is made aware of when student work is available to review at the end of semesters 1 and 2.</p> <p>Team to investigate the sharing of IV documents through Moodle.</p> <p>Team to inform and communicate with the EE in a timely manner regarding updates to the programme and assessments.</p>	<p>December 2020</p> <p>December 2020</p> <p>November 2020</p>	<p>Programme Teams – Faculty of ECS</p>	<p>Board of Studies; Board of Examiners;</p>	<p>Concerted effort to ensure that EE's are made aware of student work being available for consideration with improved communications</p>
<p>Curriculum Content</p> <p>Continue to work on the diversity of texts and decolonisation of the curriculum.</p>	<p>Team to constantly review the novels and materials used to expand the range of texts, authors and viewpoints incorporated into module content and reading lists.</p>	<p>December 2020</p>	<p>Programme Teams – Faculty of AS</p>	<p>Board of Studies; Board of Examiners; AVMG</p>	<p>Curriculum updated</p>

Appendix 6: 2019-20 Validation and Review Summary

Programme	Event	Date of Event	Approval Dates
BA (Hons) Illustration	Validation	23 rd April 2020	Open-ended approval received until periodic enhancement process review required (normally 5 years).
BA (Hons) Broadcast Media and Film Production (Acc)	Validation	27 th April 2020	Open-ended approval received until periodic enhancement process review required (normally 5 years).
BA (Hons) Game Design and Development	Validation	30 th April 2020	Open-ended approval received until periodic enhancement process review required (normally 5 years).
BSc (Hons) Sport Science (Human Performance)	Periodic Enhancement (Revalidation)	14 th May 2020	Open-ended approval received until periodic enhancement process review required (normally 5 years).
BSc (Hons) Sport Conditioning, Rehabilitation and Massage	Validation	14 th May 2020	Open-ended approval received until periodic enhancement process review required (normally 5 years).

Appendix 7: Annual Review Report Action Plan for 2020-21

Issue	Areas to be addressed	Who is responsible?	Target date	Progress review
NSS performance	Embed improvements which lead to increased satisfaction levels in 2019/20 in all programme areas.	Head of HE	Feb 2021	
Implement focus group for improvements in HE	This group will consider strategies to improve and promote HE	Head of HE	July 2021	
Coordinate more social events for HE students subject to Covid restrictions	Students have requested more social events and to participate more fully in wider College activities.	Head of HE Head of Learner Services	July 2021	
Careers Advice and Guidance	Enhance careers advice for all students by opening workshops up to all	Head of HE	July 2021	

Issue	Areas to be addressed	Who is responsible?	Target date	Progress review
Implement APP Action Plan	Ensure Action Plan is followed and regularly taken to SMT for updates	Head of HE	July 2021	
Develop new HE Programmes	Consider opportunities to develop HE Programmes	Head of HE	July 2021	