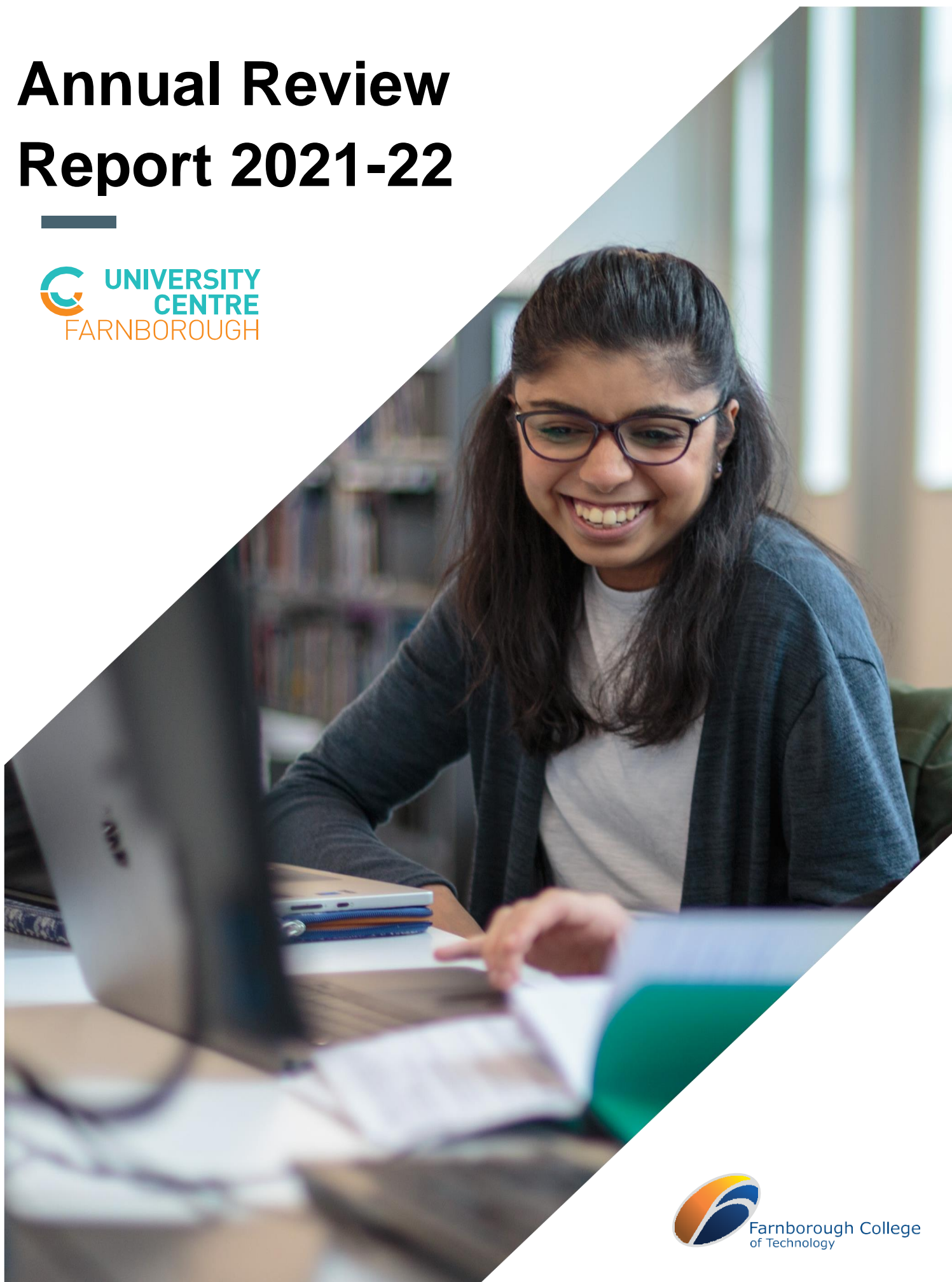


Annual Review Report 2021-22



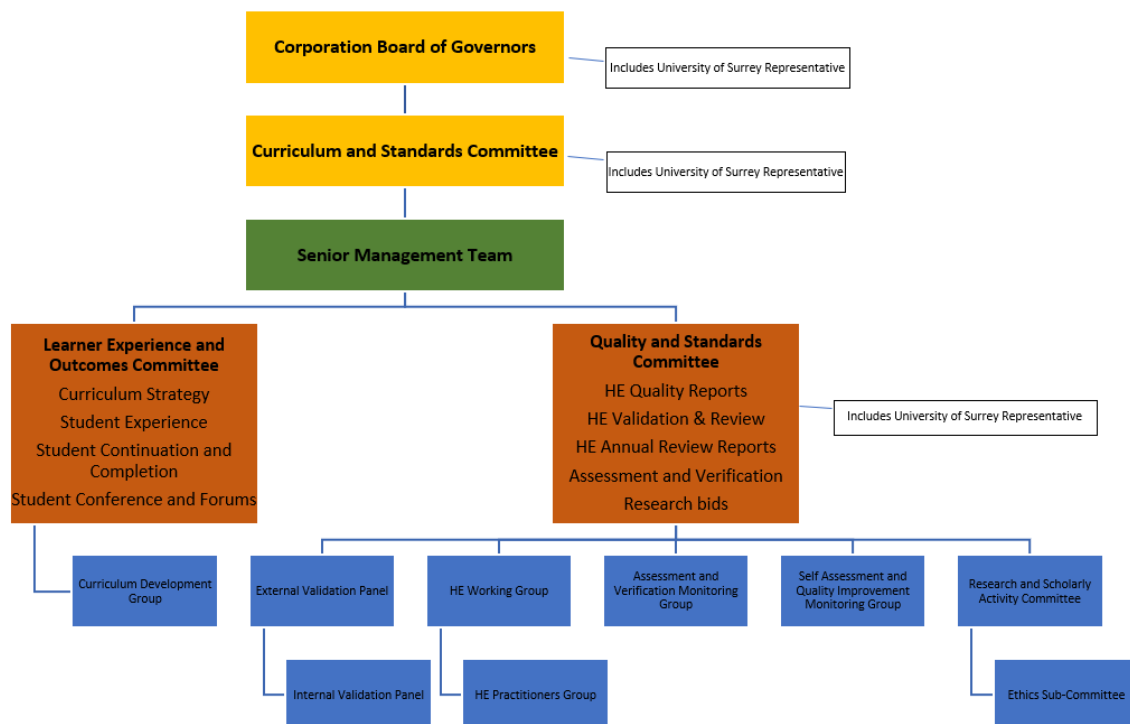
ANNUAL REVIEW REPORT (ARR) FROM ASSOCIATED AND ACCREDITED INSTITUTIONS for 2021/22

1. Title of programme(s) covered by this report and key staff responsibilities

The Organogram below shows the structure of responsibility at Farnborough College of Technology.

The key staff responsible for HE are:

- Director of Higher Education – Strategic Lead for HE (Part of the Senior Management Team reporting directly to The Principal)
- Director of Quality – Quality Assurance and Enhancement (Part of the Senior Management Team reporting directly to The Principal.)
- Academic Registrar– Operational Lead for HE Quality & Regulation (Reporting to the Director of Higher Education)



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 the end of this report. It has been updated with progress to date.

3. Student numbers

Intake of new Level 4 students onto University of Surrey degree programmes was 120 which represents a small decrease from the previous year. Overall numbers are slightly higher with 355 students. The profile of our Level 4 offering remains largely the same but the College is progressing with its strategy of increasing its Accelerated Degree offer, with the addition of accelerated programmes in BA (Hons) Graphic Design, BA (Hons) Photography and BSc (Hons) Uniformed Protective Services with the first intake joining in September 2022.

During 2021-22 we validated BSc (Hons) Uniformed Professional Services (Accelerated), BA (Hons) Graphic Design (Accelerated), BA (Hons) Photography (Accelerated), BA (Hons) Illustration (Accelerated) and BSc (Hons) Environmental Science and Sustainability

Actions taken

- Continuing to target Higher level provision as a key priority for the College and is part of the new transformation strategy
- Developing our HE growth trajectory to increase higher level student numbers and continue the switch to accelerated degrees.
- Developing further our 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
- Renewed 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.
- 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

In 2021-22, 355 undergraduate students studied University-validated programmes, dropping from 361 the previous year. During the year, 23 of those students withdrew from their programme (of which 8 were in the first 4 weeks of term) and 5 had their registration terminated on the grounds of failure to make academic progress. A further 6 suspended their registration. This resulted in a progression/achievement rate of 92% which is slightly higher than in the previous year which was 89% and is more in line with previous years

At Level 4, 81% of students progressed to the next stage of their programme, which is a decrease on the previous year's progression rate of 89%. Of the students that did not progress, 16 withdrew, 6 in the first 4 weeks of the level. One student had their registration terminated due to failure to make academic progress and a further three students have had their registration suspended and are expected to return to their studies in 2022-23.

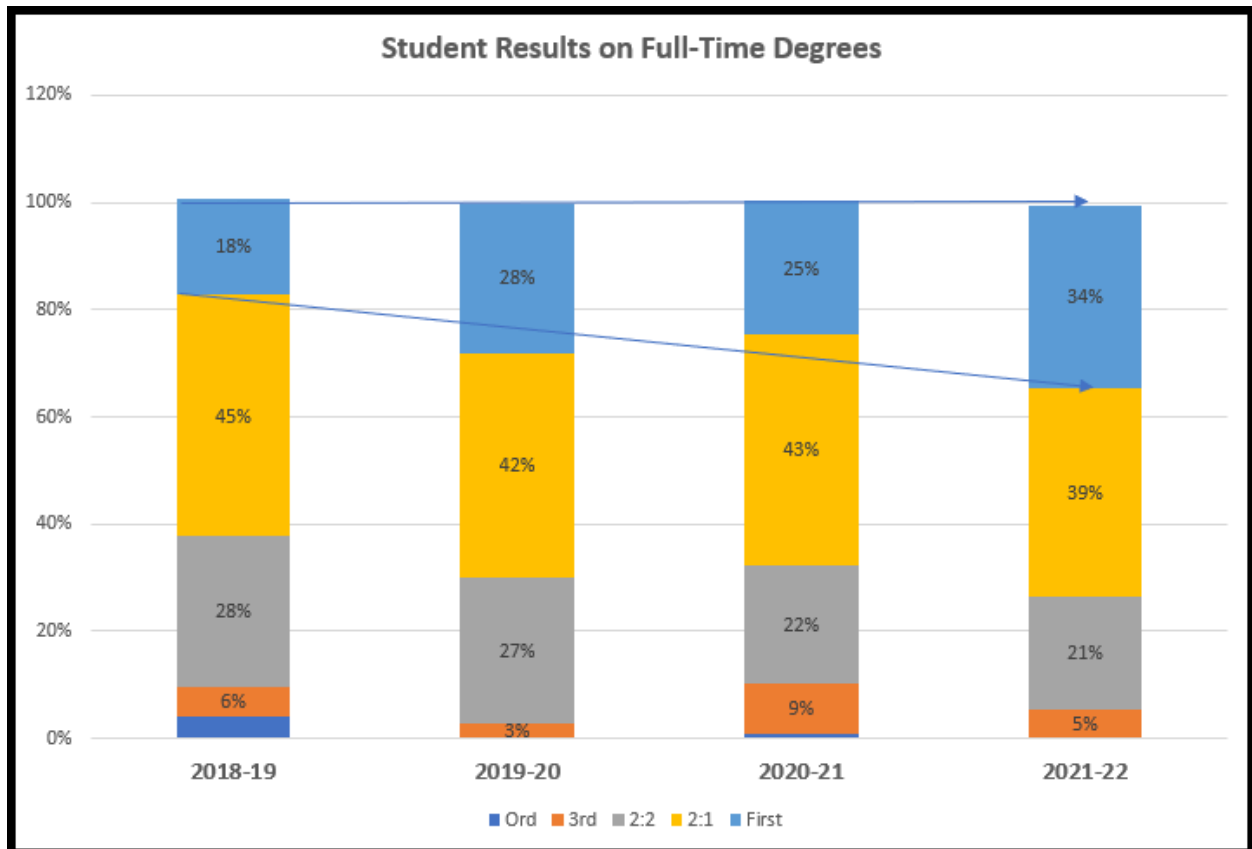
Of the 65 Bachelor's Degree students (not-accelerated) starting Level 6, 92% achieved. 57 second year Accelerated Degree students started Level 6 and 95% achieved, an increase from 90% in the previous year. In addition, 21 Foundation Degree students started their Level 5 with 100% achieving their qualification.

5. Student awards

The overall completion rate was 83.2% increasing slightly from 81.2% the previous year. With the new focus on B3 standards and particularly on continuation and completion we will be ensuring that we compare well to the sector average for these metrics going forward.

The trend of degree results classifications since 2018-19 is shown in a summary of Firsts and Distinctions in the diagram below. The percentage of students achieving Good Degrees (1st or upper 2nd degree) in 2021-22 increased by 5 percentage points to 73%. The number of firsts increased from 25% to 34% this year following guidance from External Examiners to use the full range of marks in the highest category.

The percentage of students achieving a Distinction grade upon completion of their Foundation Degree programme in 2021-22 was 33% which is a decrease from the previous year which was 43% and falls in line with previous levels. This statistic is prone to small number distortions as only 21 students were at Level 5 on a Foundation Degree this year.



6. Comments made by External Examiners

External Examiner (EE) reports have been received for all programmes for academic year 2021-22. 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 External Examiner Action Plans and their Self-Assessment Quality Improvement Plans.

The excellent quality of teaching was noted, with many courses commended for their range of contemporary issues being addressed and a good range of assessments continuing to be used.

Teaching teams were highly commended for the level of dedicated support given to students and the provision of a very supportive learning environment.

A number of courses were commended for their good practice in the introduction, and use of, the feedback rubric. It is worth noting that the NSS results for Feedback are now 16 percentage points above sector average.


For a small number of programmes, development points included the need for specialist provision of equipment facilities to support the teaching teams in upholding academic standards in the differing pathways offered, particularly in Sport Science and the continued development of the Media facilities

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.

7. Evaluation and feedback from students

The College seeks the views of students in several ways. Students provide survey 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 2022 National Student Survey (NSS) has been received and analysed. The overall summary of satisfaction scores, compared to 2021, is shown below.

Age Main NSS Questions											
Source: nss.texunatech.com INTERNAL USE ONLY – Not for distribution outside of institution. Please see our guidelines for more information. Results not published for cohorts with fewer than 10 respondents.											
Category	Metric	The teaching on my course	Learning opportunities	Assessment and feedback	Academic support	Organisation and management	Learning resources	Learning community	Student Voice	The students union rep. students' academic interests.	Overall satisfaction
Farnborough College of Technology (10002412)	% Agree	89.56	88.19	84.81	85.23	74.26	78.06	79.11	67.51	51.35	84.8
Farnborough College of Technology (10002412)	% Agree: previous year	82.07	84.85	73.99	78.79	71.04	64.81	72.22	67.51	53.33	81.6
	CHANGE	7.49	3.34	10.82	6.44	3.22	13.25	6.89	0	-1.98	3.2
Farnborough College of Technology (10002412)	Sector-wide % Agree	80.05	79.37	68.53	73.88	69.88	80.9	68.22	66.54	52.55	76.3
	COMPARED TO SECTOR	9.51	8.82	16.28	11.35	4.38	-2.84	10.89	0.97	-1.2	8.5

The number of students eligible to take part in the survey is small at 112, despite efforts with promotion and an iPad prize 72% participated, 3% fewer than the previous year but 3% above the national average. The overall satisfaction rate is at 84.8%, which is 3.2% above the previous year and 8.5% above the sector average. Some comparisons made over the last two years include:

- NSS 2021-22 results are 8.5% above the National Average (NA) for Overall Satisfaction. The UK NA for Overall Satisfaction in 2021-22 is 76.3%, 1.3% above the 75% result in 2020-21.
- Teaching Quality remains significantly above National Average by 9.5 percentage points with Learning Opportunities 8.8 percentage points above National Average.
- Three-year results still show an inconsistent picture with Learning Resources, scoring 9% below National Average last year but improving to 2.8% below this year. Along with the Student Union question these are the only areas below National Average.
- Assessment and Feedback is up by 10 percentage points at 16 percentage points above National Average.

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 at the end of 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 2021-22, the University's Director of Quality Enhancement and Standards was a member of the College's Quality & Standards Committee. The Registrar from the University visited the College and relevant representatives from the College attended meetings with the University, as appropriate, for the consideration of matters that will inform future directions for the College. Furthermore the Pro Vice Chancellor Education from the University sits on the Board of Governors of the college.

Validation and Review

The validation and review process continued to operate effectively during 2021-22. The Vice Principal - 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 2021-22 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 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.

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

- BA (Hons) Graphic Design (Accelerated) – Validation
- BA (Hons) Photography (Accelerated) – Validation
- BA (Hons) Illustration (Accelerated) - Validation
- BSc (Hons) Environmental Science and Sustainability (Accelerated) Validation
- BSc (Hons) Uniformed Protective Services (Accelerated) – Validation
- PCE and PGCE - Validation
- BSc (Hons) Computing (Top Up) - Revalidation

Commendations – General Themes

- The good course content, flow to the modules and engagement with stakeholders
- Expertise of staff and their commitment
- Integration of Practice and Learning

Conditions - General Themes

- Clarify the presence of Guest Speakers, Placements and Industry Contact throughout the degree and reflect in the paperwork
Introduction of new module topics based on current topics and to support employability

Recommendations - General Themes

- Review assessment methods to incorporate a range of assessment types beyond the standard academic assessment types.
- Review of assessment scheduling to minimise bunching of assessment where possible

2021-22 Validation and Review Summary

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. A table showing programmes reviewed or validated is provided below.

Programme	Event	Date of Event	Approval Dates
BSc (Hons) Computing (Top-up)	Periodic Enhancement (Revalidation)	22 March 2022	Open-ended approval received until periodic enhancement process review required (normally 5 years).
BSc (Hons) Environmental Science & Sustainability (Accelerated)	Validation	16 March 2022	Open-ended approval received until periodic enhancement process review required (normally 5 years).
BA (Hons) Photography (Accelerated)	Validation	27 April 2022	Open-ended approval received until periodic enhancement process review required (normally 5 years).
BA (Hons) Graphic Design (Accelerated)	Validation	27 April 2022	Open-ended approval received until periodic enhancement process review required (normally 5 years).
BA (Hons) Illustration (Accelerated)	Validation	27 April 2022	Open-ended approval received until periodic enhancement process review required (normally 5 years).
BSc (Hons) Uniformed Protective Services (Accelerated)	Validation	22 March 2022	Open-ended approval received until periodic enhancement process review required (normally 5 years).

PGCE - Professional Graduate Certificate (Lifelong Learning) and PCE - Postgraduate Certificate in Education (Lifelong Learning)	Validation	26th April 2022	Open-ended approval received until periodic enhancement process review required (normally 5 years).
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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 2021-22', which is scrutinised by the Corporation's Curriculum & Standards Committee.

There was one formal appeal and three complaints from HE students, one was considered to be unfounded and there was no appeal, and three upheld and appropriate action taken.

10. Educational Oversight procedures

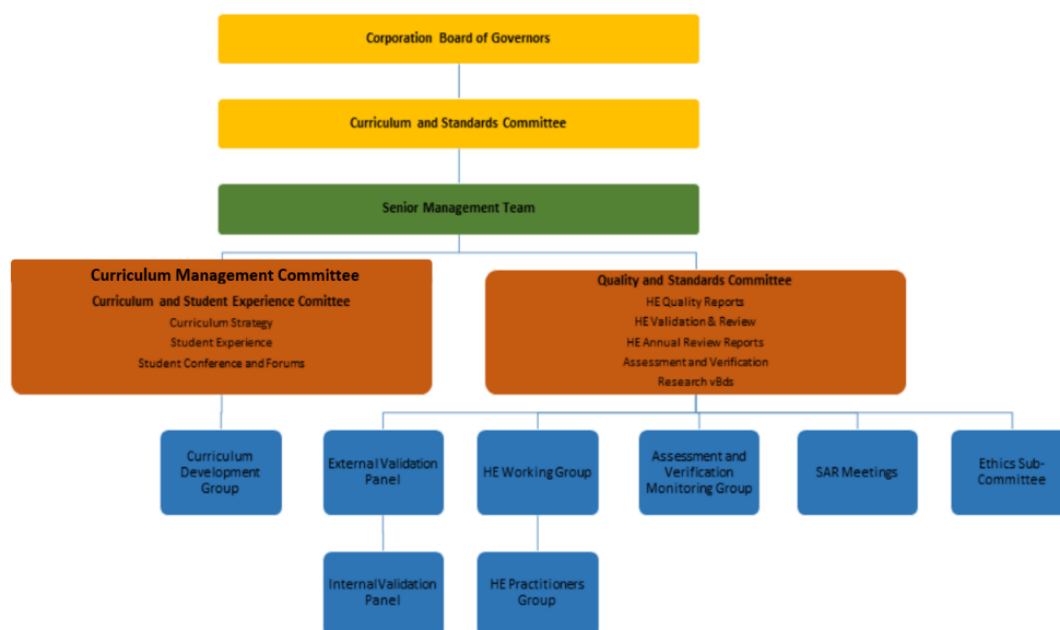
The College is a 'General Further Education College' with significant proportions of its provision falling within both the FE and the HE sectors. For the purposes of the College's Tier 4 delegated responsibilities, Educational Oversight is provided by Ofsted. The organisation inspects provision using the Education Inspection Framework. The College was inspected by Ofsted in 2022 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 most recent Higher Education Quality Review Visit undertaken was 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 below 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.

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, 94 students who enrolled on HE Programmes in 2021/22 identified that they had a disability and/or a learning difficulty. This is slightly down on last year's figure of 100 which was up from the 71 in 2019-20. There was a big increase in Dyslexia which remains high at 27 and Autism Spectrum Disorder was up from 10 to 11. Asperger's Syndrome was up from 3 to 6. Those identifying a mental health condition dropped from 22 to 17.

Disability Code	No. in 19-20	No. in 20-21	No. in 21-22
10 - Moderate learning difficulty	4	4	2
11 - Severe learning difficulty	1	1	1
12 - Dyslexia	21	29	27
13 - Dyscalculia	1	0	1
14 - Autism Spectrum Disorder	4	10	11
15 - Asperger syndrome	1	3	6
17 - Speech, Language and Communication Needs	1	1	2
4 - Visual impairment	3	2	1
5 - Hearing impairment	1	2	3
6 - Disability affecting mobility	1	6	2
8 - Social and emotional difficulties	2	2	1
9 - Mental health difficulty	14	22	17
94 - Other specific learning difficulty (e.g., Dyspraxia)	6	2	3
95 - Other medical condition (for example asthma)	5	11	12
96 - Other learning difficulty	2	1	2
97 - Other disability	1	4	3
Grand Total	71	100	94

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. Last year we introduced an HE Progress Coach and Peer Mentors which have added further support to those students who are progressing up the levels. 73% of learners completing full honours degrees achieved a First or Upper Second, that figure was 72% for those considering themselves to have a learning difficulty or disability.

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 provides an effective forum for the discussion of matters relating specifically to the organisation and delivery of HE programmes. The group has taken a lead in key quality enhancements, such as the development of online marking and the further integration of e-learning. This year we are developing further with all marking being undertaken through ProMonitor software and 1-2-1 tutorials being logged on ProMonitor.

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 and last year we completed the development of the new Aerospace Research and Innovation Centre Building. We have also heavily invested in Sports Science and Media facilities as well as upgrading the Westminster Lecture Theatre.

The College has progressed further with developing the provision of online attendance at lectures. All HE teaching spaces have now been equipped with video 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. Annual review 21-22 Action Plan review and 22-23 Action Plan

Herewith the update to the Annual Review Report Action Plan for 2021-22. This is followed by the Action Plan for 2022-23.

Issue	Areas to be addressed	Who is responsible?	Target date	Progress review
Lack of Peer Mentoring to support induction and retention	Introduce a Peer Mentoring Scheme to help with Retention and Continuation and support students	VP HE	Nov 2021	<ul style="list-style-type: none">4 Peer Mentors have been appointed, they are having regular meetings and have arranged an HE Social Event.

Issue	Areas to be addressed	Who is responsible?	Target date	Progress review
Student involvement in APP and HE Development	Introduce focus group for improvements in HE and APP developments to consider APP data and contribute to developing strategies to improve and promote HE to underrepresented groups	VP HE	July 2022	<ul style="list-style-type: none"> Students have been consulted regarding the APP. Two Nepali Ambassadors have been appointed who have helped us develop events for the Nepali Community. We have reached 18% BAME having been at 11% in 2020, our target is 18% by 2025
Coordinate more social events for HE students	Students have requested more social events and to participate more fully in wider College activities. Work with Peer Mentors to introduce self-organised and self-sustaining social activity	VP HE Head of Learner Services	July 2022	<ul style="list-style-type: none"> Peer mentors have been appointed who have started to get involved in various events. We are held HE Social Events on Thurs 7th April and 17th Oct with prizes etc. We have also run an Entrepreneurial Competition which has been entered by several HE Students
Lack of careers guidance for progression	Continue programme of Guest Lectures and Careers Week to enhance careers advice for all students by opening workshops up to all and promoting more widely	VP HE Director of Marketing	July 2022	<ul style="list-style-type: none"> We have continued to have a programme of Guest Speakers in different subject areas. We had an inspirational speaker after the Easter break speaking on entrepreneurialism.
Implement APP Action Plan	Ensure Action Plan is followed and regularly taken to SMT for updates. Ensure individual targets are monitored and reported on. Ensure recruitment of HE Progress Coach to help students with issues and applications for support or Bursary applications	VP HE	July 2022	<ul style="list-style-type: none"> Action Plan is being followed and shared at SMT, and with Governors in the Quality and Standards Committee
Some programmes have very low and declining numbers	Continue to move to the model of Accelerated Degrees with some common modules ensuring an element of Entrepreneurialism and some Contemporary Issues. Introduce fresh ideas to market these courses and further develop Higher Level and Degree Apprenticeships	VP HE Director of Marketing	July 2022	<ul style="list-style-type: none"> Photography, Graphics and Illustration have moved to Accelerated for 2022 starts. Sport are also moving to Accelerated programme
Staying relevant to latest government initiatives	Lack of HE Technical Qualifications – consider running HET’s	VP Dev	July 2022	<ul style="list-style-type: none"> We have not initiated any HET’s yet but do intend to ensure progression routes for T Levels

Annual Review Report Action Plan for 2022-23

Issue	Areas to be addressed	Who is responsible?	Target date	Progress review
Course numbers	Student numbers have dropped as expected due to the switch from 3 year courses to 2 year courses meaning we no longer have a 3 rd year cohort. We need to do more to promote Farnborough as the 'Home of the Accelerated Degree'	VP HE and Head of Marketing	Feb 2023	•
Implement APP Action Plan	Ensure Action Plan is followed and regularly taken to SMT for updates. Ensure individual targets are monitored and reported on and new targets set where possible	VP HE	July 2023	•
Consult on learning resources	NSS Learning Resources show as below benchmark, undertake consultation with student body to reveal reasons behind this.	VP HE	January 2023	•
Apply for the TEF award	Ensure procedure followed and maximise positive information for submission of 25 page document and support production of the 10 page student document	VP HE	January 2023	•

Signed by Vice Principal - Head of HE

Name: Lawrence Magee

Signature:



Date 07-11-22

Seen and approved by the Principal:

Name: Virginia Barrett

Signature:

Date 07-11-22

