

**Executive Summary of Business  
for Teaching and Learning Committee**



Title	<b>Report from Collaborative Provision Committee</b>
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Type	Report
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Summary	Summary report of business conducted at the 29 <sup>th</sup> meeting of Collaborative Provision Committee on Thursday, 25 October 2012
Recommendation	<b>The Committee is asked to NOTE this report</b>

## **Report to Teaching and Learning Committee from the 29<sup>th</sup> meeting of Collaborative Provision Committee held on Thursday, 25 October 2012**

### **FOR REPORT**

#### **1. Annual Examination Board reports**

The Committee received reports from:

- Bellerbys College
- Brighton Institute of Modern Music
- Central Sussex College
- University Centre Croydon
- Roffey Park
- Study Group (ISC)
- West Dean College

A number of areas of good practice were identified and some areas which the Committee will ask the relevant partner institutions to address. Generally, the Committee was assured that the assessment processes had been appropriately executed at all partner institutions.

A paper (Annex 1) identifying the themes and issues that emerged following consideration of the external examiner reports for 2011/12 is attached for reference.

#### **2. Reports from the Chairs of Examination Boards at Partner Institutions**

The Committee received reports from the chairs of the examination boards at partner institutions where the board is chaired by a member of the University's faculty:

- Bellerbys College
- Brighton Institute of Modern Music
- Central Sussex College
- Highbury College
- Study Group (ISC)
- University Centre Croydon

All reports had been received by the partner institution prior to the meeting enabling partners to comment and respond within the annual examination board reports.

#### **3. University Centre Croydon – due diligence**

A verbal report was made to the Committee by Dr David Robinson, who chaired the due diligence event at University Centre Croydon in July 2012.

The UK Border Agency, members heard, had revoked the Highly Trusted Sponsor (HTS) status of Croydon College due to its poor management of data, and the Committee requested that a due diligence procedure be carried out. Dr Robinson reported that this was successfully completed and robust procedures were now in place at Croydon to monitor student attendance and progression through the College. The Committee, at the request of Dr Grant, thanked the University of Roehampton for accommodating the majority of those overseas students at Croydon College who had been adversely affected by the revoking of HTS; that is, those overseas business students on Sussex-validated courses who were not permitted to continue their studies at UCC.

#### **4. Study Group**

##### *4.1 Student performance, progression and outcomes data*

The Committee received a report from the Partnership Office on student progression to the University from the Sussex ISC in 2012/13, as well as a report on student recruitment to the ISC this academic year from Joanna Lee, Head of the ISC.

The Committee was informed that the Partnership Office had commissioned a more detailed data project which would examine the performance of all ISC students who progressed to the University since the partnership's inception, with a view to raising standards of student achievement. Once available, a report would be provided to the Committee.

##### *4.2 Validation of ESUS programmes*

Members received a report of the validation event that took place on 25 July 2012, noting that all the conditions set by the panel had been satisfactorily fulfilled and that the chair had approved the suite of modules for delivery from 2012/13.

#### **5. West Dean College**

The Committee approved at the request of the College suspension of the validated MA in Design for one year (2012-13).

The Committee approved the withdrawal of the PhD joint supervision arrangement between the University and the College, which has been made non-viable due to UK Border Agency Tier 4 regulations with respect to off campus study.

## UNIVERSITY OF SUSSEX

Presented to 29<sup>th</sup> Collaborative Provision Committee

## Themes and issues identified from the External Examiner reports 2011/12

The main issues identified from external examiner reports for 2011/12 for each of the University's affiliated partners were as follows:

**1. Bellerbys College** *External examiner report only expected October 2012.*

**Positive comments/areas:**

**Issues or concerns:**

**2. Brighton Institute of Modern Music**

**Positive comments/areas:**

- The programme develops high-level practical musicianship, relevant entrepreneurial skills and understanding within cultural, critical and self-reflective contexts. (BA (Hons) Professional Musicianship)
- The BA (Hons) in Professional Musicianship remains a model of its kind. (BA (Hons) Professional Musicianship)
- High expectations of practical musicianship are matched by a commitment to students developing the relevant theoretical underpinning. (BA (Hons) Professional Musicianship)
- The best practical work presented for examination in the final year is of professional standard, which might normally be expected at Masters level. (BA (Hons) Professional Musicianship)

**Issues or concerns:**

- BIMM had a large number of fails at Brighton- many through non-submission, which needs to be reviewed.
- Inconsistency between markers, with some feedback relying too heavily on description.

**3. Central Sussex College**

**Positive comments/areas:**

- A good range of methods are being used and... the team embody good practice as well as teaching it.
- The commitment of the staff and the quality of their marking and feedback is impressive

**Issues or concerns:**

- Further simplification of paperwork requirements.

#### **4. Croydon College**

##### **Positive comments/areas:**

- Management of the course was meticulous and dutiful. Particularly impressive was the degree of intimacy between students and staff. (Graphic Design)
- I would like to commend Tony Bendell for his work in the ITC suite. [...] Staff in this area seemed to be doing work beyond their contracts and perhaps this could be acknowledged in some way. (Graphic Design)
- A student documentary won best film at the Student Film Festival, which clearly places the course on a par with similar courses at other institutes. (FdA Digital Film Production and Digital Film Production Design)
- The excellent work produced in this unit is clearly focused on the students taking a professional industrial approach. (FdA Digital Film Production and Digital Film Production Design)
- The dedication and commitment of the course team to the student learning experience is to be commended. (FdA Digital Film Production and Digital Film Production Design)
- The engagement with external projects and organisations is very strong. (Fine Art)
- All staff are active practitioners and put this strength to very good and positive effect. (Fine Art)
- The teaching gallery (Parfitt Gallery) is an excellent resource put to excellent use. (Fine Art)
- [The] students are receiving good value and good quality education that is encouraging independent learning and responsibility for criticality and creative direction in line with the FHEQ. (Fine Art)
- The marking showed good attention to detail and comprehensive comments. (Public Health and Social Care)
- Students are encouraged to challenge their design expectations and use unusual and at sometimes difficult fabrics, this has led to creative and experimental designs. (Fashion)

##### **Issues or concerns:**

- To keep investing in relevant technical and professional equipment. (FdA Digital Film Production and Digital Film Production Design)
- To maintain and develop further relationships with the wider media industry. (FdA Digital Film Production and Digital Film Production Design)
- To engage an industry panel of practitioners and employers to advise on the curriculum so that the course can continue to develop and provide graduates ready for employment. (FdA Digital Film Production and Digital Film Production Design)
- [Need to] provide clear evidence of internal marking and moderation. (BA Business Studies)
- Reinstate the photography darkroom and staffing to reassure students that their programme has not changed identity without consultation. (Fine Art)
- Delay Exam Boards to accommodate for the part-time staffing in the area and ensure the moderation exercise can run its course should any disputes or irregularities occur. (Fine Art)
- I do have some concerns that there may be too many learning outcomes and that this may be suppressing or constraining student creativity, risk taking or speculative enquiry but my view here is that the team simply need to monitor the situation and alert the College accordingly should they share any of my concerns at any point. (Fine Art)

- It is my belief that poor internal communication have already had a destabilising effect on students and this needs immediate remedy as there are signs that performance may be affected. (Fine Art)
- Issues around referencing. (Public Health and Social Care)
- Students need to use not only the internet but other library resources
- The distinction between bibliography and reference need to be reminder to students. (Public Health and Social Care)
- For units taught in Cultural and Contextual Studies (CCS) there is a serious resource problem at the moment, due to the recent departure to another post of [a lecturer]. Given the already minimal teaching team available for these courses, it seems to me imperative that arrangements be made extremely quickly for a replacement. (Cultural and Contextual Studies)
- All fails to be second marked. (Human Resource Management)

## **5 . Highbury College**

### **Positive comments/areas:**

- The current programme is strong in that it allows students across the range of ability and experience to access and achieve with appropriate support and feedback. (Professional Certificate in Education)
- Excellent feedback from the Highbury tutors reflects a strong commitment within the assessment practice (Professional Certificate in Education)
- Programme leadership is of a high standard with great dedication to the needs of both cohorts and individuals. (Professional Certificate in Education)
- I was pleased to see large amounts of useful feedback given to students. (FdSc Computer Networking)
- The work experience module appears to be working well with plenty of personal reflection by the students and clear evidence of development. (FdSc Computer Networking)
- Good practice seen this year in the assessment of group activities, which enabled the contribution of individual students to be addressed in a systematic manner. (FdA Business Management)
- The programme team can be commended on producing a challenging range of assessments for modules on the programmes. (FdA Business Management)

### **Issues or concerns:**

- Continue to develop the e-approaches (Professional Certificate in Education)
- I would support the idea of giving more weighting to year 2 to reflect the development of students (FdSc Computer Networking)
- An increase in the demands made on students in terms of some assessment materials. (FdA Business Management)
- It was particularly disappointing to note that, as it often the case elsewhere, perhaps, it was common to see deficiencies in student work in terms of rigorous referencing practice and the citation of sources. (FdA Business Management)
- The programme team need to be aware of the danger of designing assessment which merely asks for listing, describing and illustrating acquired knowledge, rather than tasks which challenge and ask for analysis, synthesis and evaluation. (FdA Business Management)

## 6. Roffey Park

### Positive comments/areas:

- Criteria are clear, relevant and testing. (PG Cert in Leadership)
- The quality of teaching and learning is very high (MSc in People and Organisational Development)
- The degree of student involvement in setting their own learning aims and objectives, and development of the programme to meet these aims objectives is excellent. (MSc in People and Organisational Development)
- Peer learning is high and often challenging in a supportive way (MSc in People and Organisational Development)
- The programme showed good application of the SML principles. (Grad Cert in OD Practice)
- [It] was noticeable how the learners applied their learning to practical day-to-day work issues and used the iterative process of the set to reflect and further test practice. This I thought was very good. (Grad Cert in OD Practice)
- Two areas [...] represent excellent and advanced practice. The first is the quality of tutoring by set advisors. The second is the process of self, peer and tutor assessment. (MSc in People and Organisational Development)
- In my view [the assessments] provide outstanding educational and developmental opportunities which, on the evidence of the portfolios, lead to a high level of student achievement. (MSc in People and Organisational Development)
- The portfolio format is an excellent way of showcasing the student's learning journey through time. (MSc in People and Organisational Development)

### Issues or concerns:

- The possibility of blending the research project and dissertation might help with the suggestion [...] of offering a broader and deeper understanding of different qualitative methodologies for both the research project and even the dissertation where necessary. (MSc in People and Organisational Development)
- In future programmes though should be given to how learners can take more responsibility for the development of the assessment criteria so as to "stay true" to the SML principles.
- When it comes to in-company SML qualification programmes thought should be given to the risks associated of colleagues (including those from different hierarchies) learning together and assessing each other's work. (MSc in People and Organisational Development)
- Occasionally there were times when I became concerned that the explored field was a little too narrow. (Grad Cert in OD Practice)
- [There] are two areas for consideration: 1) at the design stage what are the very loosely structured topics (as opposed to hard and fast rules ) that could be raised with the client organisation to alert them to these issues and, 2) during the learning process how could these manifest themselves and the kind of action that could be taken. (Grad Cert in OD Practice)
- Add an overview table to the student portfolio to show the outcomes of summative assessments (with dates). (MSc in People and Organisational Development)
- Encourage students generally to include details of their literature searching in the dissertation, in order to provide an audit trail. (MSc in People and Organisational Development)

## 8. Study Group (ISC)

### Positive comments/areas:

- It was good to see that the marking criteria has been selected with an eye to the Common European Framework of Reference for Languages. (English Skills for University Study)
- As last year there was evidence of a very high degree of commitment to the students' needs as well as a level of rigour applied to the marking process.
- At the higher end there is real promise of strong performance at MSc level when they transfer to the University of Sussex. (Business/ Management Pre-Masters)

### Issues or concerns: *There is one external examiner for the three courses of Intro to Finance and Accounting, Organisational Behaviour, and Research Skills. This examiner's issues/ concerns are solely to do with the Research Skills course.*

- It is essential the Research Skills module to be taught by two lecturers one of whom to be well published in ABS journal articles, so there is better comprehension of the module and fairer distribution of marks. (Intro to Finance and Accounting; Organisational Behaviour; Research Skills)
- It is advisable to set mock exams and mock assignment on the module "Research Skills" so that the lecturer and students comprehend their weaknesses. (Intro to Finance and Accounting; Organisational Behaviour; Research Skills)
- More emphasis should be put on teaching students on essay writing skills and appropriate use of Harvard reference style. (Intro to Finance and Accounting; Organisational Behaviour; Research Skills)
- Students should be discouraged to use non academic sources especially those found online and composed by individual companies. (Intro to Finance and Accounting; Organisational Behaviour; Research Skills)
- As the module stands at the moment it falls behind the standards set by the University for the qualification studied, as well as National subject benchmarks, the Framework for Higher Education Qualification Programme specifications. (Intro to Finance and Accounting; Organisational Behaviour; Research Skills)
- More comments should be made on exam papers and assignments alike, in order to clarify the award of marks. (Intro to Finance and Accounting; Organisational Behaviour; Research Skills)
- With reference to Research Skills: the quality of students' work is rather poor and this is reflected on both the exam papers and assignments. (Intro to Finance and Accounting; Organisational Behaviour; Research Skills)
- The films of the seminar paper in the June exam [...] showed that students were still tending to stick to a prepared speech turn by turn while spontaneous responses were kept to a minimum. This exercise should be structured so that students do engage in a real discussion as far as possible, and that students are aware that pre-prepared speeches will not attract high marks. (English Skills for University Study)
- There was evidence of extensive second marking, though the rationale for suggested changes to the final mark was not always recorded, nor were marks always recoded in a clear and easily identifiable way. (English Skills for University Study)
- The system for sending papers to the external broke down a little this year during the August exam round [...] it was necessary to request the scripts and follow up with a further request to see master copies of the papers, mark schemes and criteria. (English Skills for University Study)

- There was some evidence of haste in marking: final marks are usually appropriate but it was not always easy to see how they have been arrived at. (English Skills for University Study)
- The timelines between the completion of assessment and the PAB (examination board) should be reassessed. (Business/ Management Pre-Masters)
- I often received large packages of scripts with a couple of days prior to the examination board (or sometimes later) with no explanatory notes, summary of student performance or note from the module leader providing relevant details. (Business/ Management Pre-Masters)
- In most cases there is evidence of double marking or moderation- however this is not always clear so there is room for improvement (Business/ Management Pre-Masters)

## **9. West Dean College**

### **Positive comments/areas:**

- The curriculum is good, offering a rich variety of opportunities, some of which I would say are unique. (Painting and Drawing/ Sculpture)
- It was particularly pleasing to learn that the students have the opportunity to visit museum collections and had recently assisted in documenting the work of the relevant vetting committee at London's Masterpiece Fair. (Conservation of Clocks; and Metalwork)
- I have been impressed by the ease of communication and readiness of [the course tutor] to share concerns about progress and the opportunity to address individual problems which were in danger of hampering student progress and achievement. (Metalwork; and Conservation of Clocks)
- From start to finish, I have been impressed by the course: with its structure and delivery, with the degree of careful attention that the students have had from tutors ... the students' enthusiasm for the course, but also their thriving in it, as shown in the work they have produced this year. They ...work collaboratively and supportively, learn not only how to write by how to market that writing and themselves as authors (not least through electronic media). This merits high praise. (PG Dip and MA Creative Writing)
- I am, if anything, more impressed this year, as the number of students has now come up to full complement (almost double the number enrolled last year). (Creative Writing)
- All signs are that the highest standards and most creative and collaborative teaching methods are being maintained. (Creative Writing)
- The newly introduced science lectures, specifically for furniture conservation are a positive development. (Conservation of Furniture and Wooden Objects)
- I am confident that the course is underpinned by a very sound programme and that it endeavours to achieve high professional standards. (Conservation of Ceramics and Related Objects)

### **Issues or concerns:**

- I suggest a review is made of the written output from the students, although this is a small part of the course, I feel it is an area which should be more robust. (Grad Dip Visual Arts)
- More written reports at an academic level. (Conservation of Furniture and Wooden Objects)
- The number of students on the course is a concern and the impact that this may have on its future viability. (Conservation of Ceramics and Related Objects)

- I would recommend a highly structured plan for the next academic year to highlight the tutor's availability around his various duties. (Conservation of Book and Library Materials)
- Over the next year or so, I would recommend that the overall direction of the West Dean Conservation course is discussed internally and with other stakeholders. Libraries and archives are undergoing a period of rapid change due to the digital agenda. (Conservation of Book and Library Materials)
- West Dean may wish to ask do we want to train highly skilled book conservators or do we want to produce more generalised conservators for paper and archive based materials? Or both? (Conservation of Book and Library Materials)
- The teaching resources are sufficient for the programme at present and the current number of students but there is very little flexibility and slack. (Conservation of Book and Library Materials)