



Specific Course Designation: report of the monitoring visit of Christ the Redeemer College, November 2017

1 Outcome of the monitoring visit

1 From the evidence provided in the annual return and at the monitoring visit, the review team concludes that Christ the Redeemer College (the College) is making acceptable progress with implementing the action plan from the [February 2016 Higher Education Review \(Alternative Providers\)](#) and the [November 2016 Higher Education Review \(Alternative Providers\) Partial Review](#).

2 Changes since the last QAA review

2 The last of the teach-out cohort on the Middlesex University BA (Hons) Theology and Ministerial Studies Programme completed the course in the 2016-17 academic year. The College now has three pathways with a common first year, namely the BA (Hons) Theology and Practical Ministry, the BA (Hons) Theology and Youth Ministry and the BA (Hons) Theology and Media Culture degrees all awarded by Roehampton University. There were 21 students enrolled who will proceed onto the different pathways in the second year.

3 Findings from the monitoring visit

3 The College has made progress with its action plan from the February 2016 Higher Education Review (Alternative Providers) and the November 2016 Partial Review. Actions have led to improvement in most areas. It is maintaining its good practice relating to supporting students both towards successful completion of their dissertation and with their placements (paragraph 4). Acceptable levels of progress are being made with implementing actions relating to the recommendations from the February 2016 HER (AP) review; all success indicators on the College's action plan have been achieved. Committees continue to meet regularly and to perform their functions according to their terms of reference (paragraph 5), despite the lack of a clear schedule of monitoring activity within the minutes of their meetings (paragraph 11). Oversight from Roehampton University ensures that annual monitoring takes place according to the university regulations and on university templates (paragraph 11), mitigating against the need for an overarching annual monitoring process more suitable for a range of provisions (paragraph 6). The College now has effective oversight of the information relating to the learning opportunities available to its students (paragraph 7). The College continues to effectively implement actions relating to both affirmations. There is now an effective structure for the implementation of enhancement initiatives, and College staff and students have a shared understanding of enhancement priorities (paragraph 8). Continued staff training on assessment is planned to ensure the consistent application of the university's rigorous assessment regulations (paragraph 9).

4 The College made acceptable progress implementing both areas of good practice through its continued use of dissertation starter packs which it made available to all students on the teach-out cohort and its effective management of their work placement learning. This continued attention enabled the students to complete their programme. The external examiner report confirmed the support given to students, noting that there was evidence of serious engagement between staff and students until their successful completion. Alumni

present at the review meeting stated that the dissertation packs helped them to successfully complete their dissertation. They also confirmed that the work placement experience helped them improve their personal skills, build confidence and to apply academic theory to workplace practice. Alumni stated that some of them were offered employment at their places of practice and others were able to start their own organisations. The success of students, although yet to be formally confirmed by the board of examiners, indicates the efficacy of the support for dissertation and work-place learning.

5 The College restored the Quality, Curriculum and Enhancement Committee, Admissions & Recruitment committee and the Publications committee, which now report to Academic Board. Since beginning of the 2017-18 academic year, College committees have met their terms of reference and met regularly in line with the terms of reference. Student representation is evident at all relevant meetings. Students who met the review team confirmed this level of engagement with the committee structure, providing examples of how they made a valuable contribution. Boards of study continue to perform a useful function in voicing and responding to student opinion.

6 As the College has changed validation partners, and no longer has programmes on teach out, the development of an over-arching annual monitoring process is no longer necessary. The University's annual monitoring process which the College will be required to follow, will help provide adequate oversight of the College's quality assurance processes and effective support for its enhancement strategy.

7 In line with its planned action the College appointed an IT Manager who is an active member of the Publications Committee. The Publications Committee effectively oversees the development of the website and the virtual learning environment (VLE). The website displays detailed information about the degree programmes, the modules on the programme, handbooks and pastoral support. However, the College recognises that some improvements are still required for the website to more accurately reflect its current offer and delivery location. The VLE includes access to a digital library. Students confirmed the positive value and clarity of the information available on the website, its benefit in providing pre-application information and ongoing support with links to the VLE.

8 The College still maintains a clear structure for taking deliberate steps to enhance the quality of the student learning experience and for the sharing of good practice and enhancement initiatives. However, the College is yet to bring together its enhancement initiatives into a strategic framework document. Students are clear about the College's enhancement priorities and provided examples, including change of premises, library, use of IT in teaching, and improvements made to the VLE and the website. College enhancement initiatives for 2017-18 include improvements to data collection and internal monitoring and improved student engagement. Staff also identified the introduction of a credit bearing study skills module and changes to the credit value of the dissertation as enhancements to the teaching, learning and assessment processes.

9 The staff training on marking previously provided by Middlesex University is now scheduled for delivery by Roehampton University in December 2017. A wide range of meetings with Roehampton staff has underpinned the change of awarding body to familiarise teaching staff with the new credit values and details of university regulations. Although no marking has been undertaken on the current programme, the final external examiner report under Middlesex University confirmed that marking was consistent. Staff and Roehampton University expect the planned process of blind double marking will continue to secure consistency and academic standards.

10 Entry requirements for the College's programme are set at validation including minimum standards in English competency. Students require an English language GCSE

grade A-C or equivalent qualification. A flow chart guides staff through the recruitment process effectively overseen by the Admissions and Recruitment committee. All students are interviewed and must provide references. The nature of the practical ministry qualification requires careful scrutiny of the students' suitability and support networks in place to be successful. The College's interview questions effectively check these and the student's likelihood of successful completion. Recruitment, selection and admission procedures are transparent, reliable, valid, and inclusive.

11 The College claims a wide range of quality monitoring processes based on surveys, data acquisition and analysis and thorough discussion throughout its committee processes. However, there is little evidence of systematic quality monitoring. The College surveys student opinion, identifies enhancement opportunities and shares good practice between staff. Annual monitoring templates are completed to the standards required by Roehampton University and external examiner reports are widely discussed and acted upon. Recent minutes of committees show increased engagement with data and close monitoring which are part of the College's enhancement priorities. However, considering that the small scale of the provision and the fact that the College had only continuing students in 2015 and 2016 accounted for the lack of systematic analysis in the past, it is still not clear how regular monitoring will be conducted in future. College staff and management had regular personal contact and detailed knowledge of students, their profiles and performance and of the curriculum delivery and assessment. It is through this intimate knowledge that the College maintains strategic oversight of student and programme performance and identifies enhancement opportunities.

12 The last intake of the College was in the 2014-15 academic year when the College enrolled 13 students on to the BA (Hons) programme in Theology and Ministerial Studies awarded by Middlesex University. The retention rate in this cohort was 77 percent due to withdrawals and an early exit at certificate level. All 10 students who stayed to the end passed the programme (100 per cent achievement rate).

4 Progress in working with the external reference points to meet UK expectations for higher education

13 The UK Quality Code for Higher Education is a key external reference point for the College's management of its higher education. *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ) and the Subject Benchmark Statement on Theology and Religious Studies have shaped programme design and development. Input from the awarding body and external examiner support the College in maintaining assessment decisions at the appropriate level of the FHEQ. The College also confirms and refines the relevance of its programme through feedback from the churches and ministries providing placement and employment for students.

5 Background to the monitoring visit

14 The monitoring visit serves as a short check on the provider's continuing management of academic standards and quality of provision. It focuses on progress since the previous review. In addition, it provides an opportunity for QAA to advise the provider of any matters that have the potential to be of particular interest in the next monitoring visit or review.

15 The monitoring visit was carried out by Dr Glenn Barr, Reviewer, and Mr Christopher Mabika, Coordinator, on 15 November 2017.

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Southgate House, Southgate Street, Gloucester GL1 1UB
Registered charity numbers 1062746 and SC037786

Tel 01452 557050
Web www.qaa.ac.uk