



# **Integrated quality and enhancement review**

**Summative review**

**Warwickshire College**

**February 2011**

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## **Preface**

The mission of the Quality Assurance Agency for Higher Education (QAA) is to safeguard the public interest in sound standards of higher education qualifications and to inform and encourage continual improvement in the management of the quality of higher education. As part of this mission, QAA undertakes reviews of higher education provision delivered in further education colleges. This process is known as Integrated quality and enhancement review (IQER).

## **Purpose of IQER**

Higher education programmes delivered by further education colleges (colleges) lead to awards made by higher education institutions or Edexcel. The awarding bodies retain ultimate responsibility for maintaining the academic standards of their awards and assuring the quality of the students' learning opportunities. The purpose of IQER is, therefore, to safeguard the public interest in the academic standards and quality of higher education delivered in colleges. It achieves this by providing objective and independent information about the way in which colleges discharge their responsibilities within the context of their partnership agreements with awarding bodies. IQER focuses on three core themes: academic standards, quality of learning opportunities and public information.

## **The IQER process**

IQER is a peer review process. It is divided into two complementary stages: Developmental engagement and Summative review. In accordance with the published method, colleges with less than 100 full-time equivalent students funded by the Higher Education Funding Council for England (HEFCE) may elect not to take part in Developmental engagements, but all HEFCE-funded colleges will take part in Summative review.

## **Developmental engagement**

Developmental engagements explore in an open and collegial way the challenges colleges face in specific areas of higher education provision. Each college's first, and often their only, Developmental engagement focuses on student assessment.

The main elements of a Developmental engagement are:

- a self-evaluation by the college
- an optional written submission by the student body
- a preparatory meeting between the college and the IQER coordinator several weeks before the Developmental engagement visit
- the Developmental engagement visit, which normally lasts two days
- the evaluation of the extent to which the college manages effectively its responsibilities for the delivery of academic standards and the quality of its higher education provision, plus the arrangements for assuring the accuracy and completeness of public information it is responsible for publishing about its higher education
- the production of a written report of the team's findings.

To promote a collegial approach, Developmental engagement teams include up to two members of staff from the further education college under review. They are known as nominees for this process.

## Summative review

Summative review addresses all aspects of a college's HEFCE-funded higher education provision and provides judgements on the management and delivery of this provision against core themes one and two, and a conclusion against core theme three.

Summative review shares the main elements of Developmental engagement described above. Summative review teams however, are composed of the IQER coordinator and QAA reviewers. They do not include nominees.

## Evidence

In order to obtain evidence for the review, IQER teams carry out a number of activities, including:

- reviewing the college's self-evaluation and its internal procedures and documents
- reviewing the optional written submission from students
- asking questions of relevant staff
- talking to students about their experiences.

IQER teams' expectations of colleges are guided by a nationally agreed set of reference points, known as the Academic Infrastructure. These are published by QAA and consist of:

- *The framework for higher education qualifications in England, Wales and Northern Ireland*, which includes descriptions of different higher education qualifications
- the *Code of practice for the assurance of academic quality and standards in higher education*
- subject benchmark statements, which describe the characteristics of degrees in different subjects
- guidelines for preparing programme specifications, which are descriptions of what is on offer to students in individual programmes of study
- award benchmark statements which describe the generic characteristics of an award, for example Foundation Degrees.

In addition, Developmental engagement teams gather evidence by focusing on particular aspects of the theme under review. These are known as 'lines of enquiry'.

## Outcomes of IQER

Each Developmental engagement and Summative review results in a written report.

- Developmental engagement reports set out good practice and recommendations and implications for the college and its awarding bodies, but do not contain judgements. Recommendations will be at one of three levels - **essential**, **advisable** and **desirable**. To promote an open and collegial approach to Developmental engagements, the reports are not published.
- Summative review reports identify good practice and contain judgements about whether the college is discharging its responsibilities effectively against core themes one and two above. The judgements are **confidence**, **limited confidence** or **no confidence**. There is no judgement for the third core theme, instead the report will provide evaluation and a conclusion. Summative review reports are published. Differentiated judgements can be made where a team judges a college's

management of the standards and/or quality of the awards made by one awarding body to be different from those made by another.

Colleges are required to develop an action plan to address any recommendations arising from IQER. Progress against these action plans is monitored by QAA in conjunction with HEFCE and/or the college's awarding body(ies) as appropriate. The college's action plan in response to the conclusions of the Summative review will be published as part of the report.

## Executive summary

### The Summative review of Warwickshire College carried out in February 2011

As a result of its investigations, the Summative review team (the team) considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreements, for the standards of the awards it offers on behalf of its awarding bodies. The team also considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreements, for the quality of learning opportunities it offers. The team considers that reliance **can** be placed on the accuracy and completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

### Good practice

The team has identified the following good practice for dissemination:

- the College's internal validation and review processes are enriched by the systematic inclusion of industrial advisors from the outset in the design and development of work-based learning and assessment
- peer review of annual course reports and the use of the Course Manager's Checklist to ensure consistent, systematic reporting are effective in maintaining and enhancing academic standards and the quality of learning opportunities
- the College operates a particularly robust system of internal verification that not only makes a valuable contribution to the maintenance of academic standards across the higher education provision, but drives improvement in the practice of setting assignments, marking and the quality of feedback to students
- encouragement and support for, and recording of, individual scholarly activity, the sharing of good practice through the work of the Advanced Teaching Practitioner for Higher Education, the customised teaching observation scheme for higher education and the HE conferences are effective in enhancing academic standards and the quality of learning opportunities provided
- the arrangements for inducting, mentoring and developing teaching staff new to higher education are innovative, comprehensive and designed to ensure that learning, teaching and assessment reflect the appropriate level of *The framework for higher education qualifications in England, Wales and Northern Ireland* and the *Code of practice*
- the online At Risk Register facilitates early identification of students in need of additional support and prompts timely intervention to address their needs, offering the potential to improve student retention significantly
- the well-presented website, with its clearly focused information, enables prospective students and employers to make informed choices and, through work-based and placement learning factsheets, ensures that they are well briefed at an early stage on the extent and nature of work-based learning and respective responsibilities
- the process of developing and monitoring website information ensures ownership of information by the course teams while overall control rests with senior higher education staff, ensuring currency, accuracy and coherence.

## Recommendations

The team has also identified a number of recommendations for the enhancement of the higher education provision.

The team considers that it would be **advisable** for the College to:

- ensure that all higher education students receive prompt feedback before undertaking further assessment in order to provide effective support for their learning
- develop a strategy to inform its information technology replacement policy in order to address the specific needs of higher education students.

The team considers that it would be **desirable** for the College to:

- revise its collection, collation, and analysis of higher education student data in order to make figures for cohort progression and successful completion more explicit and transparent
- consider ways in which all higher education students can engage with each other, either physically or virtually, to share experiences and discuss matters of common interest
- review library facilities to ensure that the availability of quiet study areas meets the needs of full and part-time higher education students
- ensure that the information on work-based and placement learning requirements in the FdEng Professional Engineering course handbook is as complete and informative as it is in course handbooks for the other Foundation Degrees.

## A Introduction and context

1 This report presents the findings of the Summative review of higher education funded by the Higher Education Funding Council for England (HEFCE) conducted at Warwickshire College (the College). The purpose of the review is to provide public information about how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes which the College delivers on behalf of Birmingham City University, Coventry University, Edexcel, University of Warwick and University of Worcester. The review was carried out by Mr Peter Hymans, Mr John Skinner and Ms Jenny Steer (reviewers) and Mr Jeffery Butel (coordinator).

2 The Summative review team (the team) conducted the review in agreement with the College and in accordance with *The handbook for Integrated Quality and Enhancement Review* (the handbook) published by QAA. Evidence in support of the Summative review included documentation supplied by the College and awarding bodies; meetings with staff, students, employers and partner institutions; reports of reviews by QAA and from inspections by Ofsted. In particular, the team drew on the findings and recommendations of the Developmental engagement in assessment and a second Developmental engagement in work-based learning. A summary of findings from these Developmental engagements is provided in section C of this report. The review also considered the College's use of the Academic Infrastructure, developed by QAA on behalf of higher education providers, with reference to the *Code of practice for the assurance of academic quality and standards in higher education (Code of practice)*, subject and award benchmark statements, *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ) and programme specifications.

3 In order to assist HEFCE to gain information to assist with the assessment of the impact of Foundation Degree (FD) awards, section D of this report summarises details of the FD programmes delivered at the College.

4 Warwickshire College is one of the largest general further education colleges in the United Kingdom. There are approximately 25,500 students, including 4,500 full-time students aged 16-18. There are 1,033 higher education students, of whom two-thirds are full-time, representing 865 full-time equivalents. Some 104 members of staff teach on the higher education courses (representing approximately 54 full-time equivalents). The College's core values are to put the learner first, deliver the highest quality and promote a fair, open and respectful culture.

5 The College has six main centres: Royal Leamington Spa, Henley-in-Arden, Moreton Morrell, Pershore, Rugby, and Trident (Warwick). The number of higher education students at the centres are as follows (full-time equivalents in parentheses): Leamington Spa 322 students (281.7), Moreton Morrell 225 students (212.0), Pershore 181 students (149.5), Trident 76 students (76.0), Rugby 84 students (54.0) and Henley-in-Arden 43 students (42.0). In addition, there are 102 (49.8) distance learning students. Central College administration is based at the Leamington Spa centre.

6 The higher education programmes delivered by Warwickshire College and funded by HEFCE are shown below by awarding body. Full-time equivalent student numbers are shown in parentheses.

### **Birmingham City University**

- DipHE Fine Art (full and part-time) (22.0)
- HND Visual Communication (full and part-time) (22.0)

## Coventry University

- BSc (Hons) Animal Welfare (full and part-time) (25.3)
- BSc (Hons) Animal Welfare (top-up) (full-time) (5.0)
- BSc (Hons) Veterinary Nursing with Business Management (full and part-time) (21.3)
- FdSc Animal Welfare (Management) (full and part-time) (3.5)
- FdSc Animal Welfare (Science and Health) (full and part-time) (14.2)
- FdSc Veterinary Nursing with Practice Management (full and part-time) (22.2)
- FdSc Horticulture (Arboriculture) (full and part-time) (4.7)
- FdSc Horticulture (Garden and Landscape Design) (full and part-time) (1.3)
- BA (Hons) Equine Business Management (Horseracing Industry) (full-time and sandwich) (2.0)
- BA (Hons) Equine Business Management (full-time and sandwich) (20.0)
- BA (Hons) Equine Studies (full-time, sandwich and part-time) (48.3)
- BSc (Hons) Equine Science (full-time and sandwich) (31.0)
- BSc (Hons) Sports Science (Equine and Human) (full-time and sandwich) (19.0)
- BSc (Hons) Sports Science (Equitation and Coaching) (full-time and sandwich) (12.0)
- FdA Equine Business Management (full-time and sandwich) (0.5)
- FdA Equine Studies (full-time, sandwich and part-time) (19.0)
- FdSc Equine Science (full-time and sandwich) (1.0)
- FdA Horseracing (Business, Management and Practice) (full and part-time) (7.5)
- HND Digital Film and Video (full-time) (17.0)
- FdA Spa Management (full and part-time) (12.0)
- FdA Hairdressing Management (full-time) (7.0)
- FdA Beauty Therapies Management (full-time) (11.0)
- FdA Sport and Fitness Management (full-time) (12.0)
- FdA Events Management (full-time) (23.0)
- FdA Venue and Events Management (full-time) (5.5)
- FdA Administration and Business Support (full and part-time) (13.0)
- FdA Leadership and Management (full-time) (6.0)
- FdEng Engineering suite (full-time) (24.0)
- FdEng Professional Engineering suite (full-time) (46.0)
- FdEng Motorsport Engineering (full-time) (18.0)
- FdA Early Years (full-time) (28.0)
- FdSc Environmental Conservation (full-time) (4.0)
- FdA Social Care with Health (part-time) (0.7)

## Edexcel

- HND 3D Design (full-time) (4.0)
- HNC Business (part-time) (9.0)
- HND Business (full-time) (31.0)
- HNC Computing (part-time) (4.5)
- HND Computing (full-time) (27.0)
- HNC Engineering (full and part-time) (38.0)
- HND Engineering (full and part-time) (4.0)
- HND Advanced Practice in Work with Children and Families (full-time) (30.0)

## University of Warwick

- Diploma in Teaching in the Lifelong Learning Sector (DTLLS) (part-time) (21.0)

## University of Worcester

- HNC Animal Welfare and Management (part-time) (3.5)
- HND Animal Welfare and Management (full-time) (23.0)
- FdSc Veterinary Nursing and Animal Behaviour (full-time sandwich) (8.0)
- HNC Garden Design (part-time) (11.0)
- HNC Organic Horticulture (part-time) (7.5)
- HNC Professional Gardening (part-time) (9.5)
- HND Horticulture (full-time) (20.0)
- BSc (Hons) Horticulture (full-time) (23.0)
- FdSc Food Safety and Quality Assurance (full-time) (11.0)
- BSc (Hons) Food Safety and Quality Assurance (top-up) (full-time) (6.0)
- FdSc Arboriculture (full-time) (27.0)
- FdSc Counselling (full time) (18.0)

## Partnership agreements with the awarding bodies

7 The College delivers higher education under partnership agreements with four universities and with Edexcel under the standard note. The division of responsibilities between each awarding body and the College is clearly described in the documentation and well understood by College managers and staff. The College's delegated responsibility for managing standards is extensive in the case of programmes validated by Coventry University, which covers the majority of the higher education provision. Here reliance is placed upon the College's own regulations and procedures, except for the requirement that the University approve programme specifications prepared by the College, receive annual course reports and approve the appointment of external examiners. Under the agreement with the University of Warwick, responsibility lies directly with the University, as leader of a multi-college partnership for delivering initial teacher education. The agreements with Birmingham City University and with the University of Worcester prescribe a balance of responsibility between the College and university, based on the universities' regulations. For example, the College and University of Worcester share responsibility for curriculum development and production of programme specifications, with the College being responsible for setting assignments, marking and moderation of assessment. The College and Birmingham City University share responsibility for curriculum development and programme specifications, and also share responsibility for assignment setting, marking and feedback to students on the Dip HE Fine Art. Meetings take place between the College and universities at management level and through university link tutors.

## Recent developments in higher education at the College

8 The higher education provision at Warwickshire College has grown by 11 per cent over the last three years to 864 full-time equivalents in 2010-11. Curriculum developments have focused on the introduction of new Foundation Degrees. This curriculum growth has been accompanied by the closure of a number of programmes that maintained relatively low recruitment. In the last three years the College has refurbished and relaunched the Warwickshire School of Arts, refurbished its Leamington Spa library, built new glasshouses to support horticulture at Pershore, built a new sports hall and associated studios at Henley-in-Arden and relocated its Rugby provision to a new College centre. Changes to the management of higher education include consideration of quality issues being added to the

remit of the previous Higher Education Academic Standards Group (now the Higher Education Quality and Academic Standards Group), and the Higher Education Strategy Group taking on a greater operational dimension.

## **Students' contribution to the review, including the written submission**

9 Students studying on higher education programmes at the College were invited to present a submission to the Summative review team. A student written submission was presented and drew on the outcomes of focus group meetings held at each site. Attendance at these was variable, from no students at the Rugby centre to 25 students at Henley-in-Arden. The College provided the time and space for the focus group meetings, but the submission was written by two higher education students. The submission, which was well devised and written, addressed all significant aspects of the students' higher education experience and helped to inform the review. In addition, during the review the team met current students from all centres except Rugby.

## **B Evaluation of the management of HEFCE-funded higher education**

### **Core theme 1: Academic standards**

#### **How are responsibilities for managing and delivering higher education standards delegated within the management structure and what reporting arrangements are in place?**

10 The higher education provision has a distinct identity but is well integrated into the management structure of the College as a whole. The Higher Education Management Team comprises the Vice Principal responsible for higher education, the Director of Higher Education and the Higher Education Manager. The Higher Education Manager reports to the Director of Higher Education, who reports to the Vice Principal. The Vice Principal is a member of the College Leadership Team, to which he reports. The structure places higher education centrally within the College and ensures a strategic approach to its management.

11 The Higher Education Management Team has responsibility for the delivery of higher education programmes within the terms laid down in the individual partnership agreements. The College enjoys a mature and largely autonomous relationship with Coventry University, which has allowed the College to develop detailed and extensive systems for managing standards in higher education that are comparatively rare in general further education colleges. In the other partnerships the awarding body reserves for itself a higher level of executive or operational control.

12 The College manages courses and staff within a faculty structure which houses both higher education and further education provision. Higher education and further education staff are managed together by subject, programme area and faculty managers. This is appropriate as many staff teach both higher and further education and it ensures that higher education is resourced, managed and delivered as mainstream provision. For the same reason, committee structures and lines of reporting on higher education, although distinct, articulate with the arrangements for further education. The Higher Education Management Team has established effective working arrangements with programme area managers located within the faculties.

13 The Higher Education Quality and Academic Standards Group is effective in developing and reviewing policies and procedures relating to higher education and in monitoring quality and academic standards. Subject to the conditions of the partnership agreements, the Group appoints external examiners, reviews higher education annual course reports and agrees higher education academic policies and procedures. The Governors' Academic Standards and Quality Assurance Sub-committee receives minutes of the meetings.

### **What account is taken of the Academic Infrastructure?**

14 The College's use of the Academic Infrastructure is well developed and firmly established. Programme specifications make specific reference to the Academic Infrastructure. Work-based and placement learning documentation is clearly linked to *Section 9* of the *Code of practice*; guidance for external examiners accords with *Section 4*; generic marking criteria and the system for internal verification meet the requirements of *Section 6*; the Higher Education Course Development Principles and the Course Approval and Review Guidance link to *Section 7*; and the Higher Education Distance Learning Statement accords with *Section 2*. The Academic Infrastructure is evident in the structure and content of the Academic Regulations, the Guidelines for Assessment Boards and the Guidance Notes for Higher Education Annual Course Reports.

15 A strong feature of the College's internal validation and review processes is its systematic involvement of employer representatives. They are involved from the outset in the design, development and delivery of work-based learning and assessment. This accords well with the expectations in the *Foundation Degree qualification benchmark*, and the team considers it to be good practice.

### **How does the College assure itself that it is fulfilling its obligations to ensure that the standards of higher education provision meet the requirements of validating partners and awarding bodies?**

16 Annual monitoring, which begins at course level, is comprehensive and well understood by managers and staff. The annual course reports follow a path that ensures that issues relating to quality and standards, including matters raised by students, are dealt with by the College at appropriate levels of management. A special feature of the process is that annual course reports are peer reviewed by other higher education course teams in the College. This provides an additional check on quality and an opportunity for teams to share good practice. The team considers that this process represents good practice.

17 The higher education Course Manager's Checklist is a highly effective management tool that prompts course leaders to carry out essential tasks and take action arising from the preceding annual course report, including action in response to recommendations from external examiners. This systematic approach ensures consistency between course teams and assists the College in evaluating its performance in meeting the expectations of the awarding bodies. When completed, the checklist provides evidence for evaluation in the forthcoming annual course report.

18 Systems for monitoring and reviewing courses and the levels of achievement of students are comprehensive. The higher education team assess the risk level for each course, drawing upon the annual course report and other relevant information. Courses considered to be at high risk are reviewed in a meeting between the course manager, programme area manager and the Director of Higher Education. However, the data are presented in a format more appropriate to further education than higher education. It would be desirable for the College to revise its existing arrangements for analysing student

data in order to make information about cohort progression between levels and through to completion more explicit and transparent.

19 The Developmental engagement in assessment found robust management of the internal verification processes and practices at team and college level that ensured the maintenance of academic standards across courses. The College has since made further improvements to the supporting documentation in line with the Developmental engagement action plan and uses the process to inform aspects of assessment practice.

Internal verification continues to be an area of good practice that not only makes a valuable contribution to the maintenance of academic standards and assures the College that it is meeting the requirements of its awarding bodies, but also drives improvement in the practice of setting assignments, marking and the quality of feedback to students.

20 The views of external examiners and students inform the College's understanding of how it is performing in seeking to meet the academic standards expected by its awarding bodies. The process for monitoring external examiners' reports begins with the Quality Improvement and Workforce Development Manager, who notes areas of good practice and areas for action. The College considers these reports carefully and makes effective use of them. However, the College, as part of its Higher Education Quality Improvement Plan, has sought to encourage more detailed comment from external examiners in order to better inform its quality assurance and enhancement procedures. No higher education students are currently represented on the Higher Education Quality and Academic Standards Group, although the membership allows for this. However, higher education students are well represented on college-wide student councils and in focus groups.

21 The College is making progress under its Higher Education Quality Improvement Action Plan 2009-10 to 2010-11. The extension of College quality review meetings to encompass higher education, with explicit evaluation of higher education performance, has been especially valuable in placing consideration of the quality of higher education firmly in the College's internal review processes.

### **What are the College's arrangements for staff development to support the achievement of appropriate academic standards?**

22 Arrangements for staff development underpin the management of academic standards in higher education and promote the sharing of good practice between course teams across the provision. The College encourages and supports staff to engage in continuing professional development. The value of the Higher Education Conference, held three times a year, and the College's support for individual continuing professional development and scholarly activity is evident in the conference schedules and the scholarly activity logs maintained by staff. Higher education conferences have included sessions on academic standards, including Higher Education Guiding Principles at Warwickshire College, assessment design, and Higher Education Warwickshire Way (an induction session for teachers new to teaching at level 4 and above). Individual scholarly activity is wide-ranging and comprises an appropriate balance of work to support academic standards such as annual report writing, preparation for course submission, and external examining in other institutions. In addition, staff engage in subject and professional updating and pursue higher qualifications. Staff development activities are monitored by the Higher Education Scholarly Activity Group, which meets each half term to ensure congruence with perceived requirements. The team considers the College's approach to encouraging and supporting staff development to be good practice.

23 The College is aware of the need to ensure that new staff are adequately prepared to teach and assess at higher education level. The arrangements for inducting, mentoring and developing teaching staff new to higher education, including the Higher Education

Warwickshire Way, are innovative, comprehensive and designed to ensure that learning, teaching and assessment reflect the appropriate level of the FHEQ and the *Code of practice*. All new staff are mentored by experienced higher education teachers. The Higher Education Course Manager's Checklist prompts course leaders to ensure that new staff continue to be supported, including the use of developmental observations by advanced teaching practitioners. Teachers are required to hold or obtain a teaching qualification; where possible, higher education teachers prepare for their qualification as a discrete group. The team considers the College's arrangements for new staff to be good practice.

**The team concludes that it has confidence in the College's management of its responsibilities, as set out in its partnership agreements, for the management and delivery of the standards of the awards it offers on behalf of its awarding bodies.**

## **Core theme 2: Quality of learning opportunities**

### **How are responsibilities for managing the quality of learning opportunities for higher education programmes delegated within the management structure and what reporting arrangements are in place?**

24 The day-to-day management of the quality of learning opportunities is the responsibility of course managers, curriculum leaders and their programme area managers. The College Leadership Team monitors the quality of learning opportunities through annual course reports and course surveys, summaries of which are reported to the Higher Education Quality and Academic Standards Group.

25 Course managers submit quarterly reports to their programme area manager. The reports are formulated using the Higher Education Course Manager's Checklist template. The development of the Checklist, which is much more comprehensive than its name suggests, supports and guides course managers in discharging their responsibilities for course management. It provides the basis for the continual review of the quality of learning opportunities through sections on Teaching and Learning, Assessment, Student Support and Guidance, Resources, and Work Placements/Work Based Learning. An additional prompt was added to the checklist for 2010-11 for tutorial coverage of work-based and placement learning. This enables annual course reports to accurately capture the developments and issues relating to learning opportunities and the actions taken throughout the year.

### **How does the College assure itself that it is fulfilling its obligations to its awarding bodies to ensure that students receive appropriate learning opportunities?**

26 Three of the awarding bodies, Coventry University, the University of Worcester and Birmingham City University, appoint link tutors to liaise with the College and help manage the collaborative arrangements. College staff enjoy close working relationships with link tutors, who act as critical friends to the course teams and offer advice on university requirements for the provision of learning opportunities and student support. Link tutors are invited to course team meetings and receive minutes. College staff who teach on the Diploma in Teaching in the Lifelong Learning Sector have the opportunity to work with other consortium members as well as the University of Warwick.

27 The College also takes cognisance of external examiners' reports and the views of students as explained in paragraph 20. These arrangements, together with close working arrangements with the awarding bodies, enable both the College and the awarding bodies to be assured that the College is fulfilling its obligations for the provision of learning opportunities.

### **What account is taken of the Academic Infrastructure?**

28 The College engages effectively with the Academic Infrastructure as detailed in paragraph 14. All programme specifications are reproduced in student handbooks and provide clear support and guidance to students. The assessment of higher education students and the feedback that they receive is informed and supported by an Assessment Guide (June 2010) which references, and is consistent with, the precepts of the *Code of practice, Section 6: Assessment of students*. Students are also informed and supported by clear generic marking criteria which have been devised with reference to the FHEQ.

29 The student written submission and meetings with students indicated that, generally, feedback on their work was valuable and timely. However, the submission and the meeting with students indicated that in a number of cases students received feedback considerably after the College's aim of a three week turnaround time and, in some cases, after the subsequent assessment exercise. The College continues to address this issue and there has been an improvement in student satisfaction with feedback, as reported in the National Student Survey, from 51 per cent in 2008 to 64 per cent in 2010. However, excellent practice in providing feedback within days in some subject areas continues to coexist with less good practice elsewhere. The team considers it advisable that the College ensures that feedback on student work across all courses is received before students are required to undertake another assessment in order to provide effective, timely support for all students' learning.

### **How does the College assure itself that the quality of teaching and learning is being maintained and enhanced?**

30 The College has had a higher education-specific teacher observation programme, since 2007. A team of trained internal observers, all whom teach on higher education courses, monitors the quality of teaching. This approach has led to an improvement in the quality of higher education teaching. In 2009-10 93 per cent of lessons observed were judged to be good or better, compared with 84 per cent in 2007-08. Student satisfaction with teaching also increased: between 2009 and 2010 the National Student Survey showed an increase from 74 per cent to 84 per cent. The team considers that the customised higher education observations scheme is good practice.

31 The quality of teaching and learning on courses with work-based or placement learning is being enhanced by an Industry Advisor Scheme, in which an industry advisor is appointed to be a critical friend and to comment specifically on issues of employability and the appropriateness of the vocational nature of learning opportunities. The College continues to develop the scheme and now has fifteen industry advisors. Industry advisor reports to date have been very positive. The team acknowledges the developments in the reporting mechanisms within this scheme, conforming to the action plan from the Developmental engagement in work-based and placement learning. The team met five employers. One had been involved in the course approval process and considered it to have been a valuable exercise. However, he would have welcomed updates on the subsequent progress of the programme. Given the small number of employers the team was able to meet it is difficult to draw conclusions about wider employment participation.

32 The College canvasses student opinion widely. Every year group on every course is expected to have a course representative who can attend course team meetings and raise

issues, including those relating to teaching and learning. Similarly, there are timetabled tutorials, focus groups, feedback forms (called Talkback) which can be deposited in boxes distributed around the College, and other opportunities for students to make their views known through the Student Council and the Student Association. In addition, students are surveyed annually to determine their perception of the quality of their learning experience. Responses are monitored by the Higher Education Quality and Academic Standards Group. Although higher education students are strongly represented on cross-college further education and higher education combined councils, higher education students indicated that they would welcome a higher education-only forum in order to share views and experiences with higher education students on other courses and in other centres. The team considers it desirable that the College consider ways in which this can be achieved, either physically or virtually.

### **How does the College assure itself that students are supported effectively?**

33 The College monitors student performance across all higher education courses. Some key statistics are recorded in an HE Performance Report. Data for January 2011 originally provided to the team show average 'Achievement' rates for subject groupings ranging from 73 per cent to 100 per cent. However, on closer scrutiny it was evident that the figures were based on the number of retained students. When the data were recalculated on the basis of the number of students entering the course initially, the figures were considerably lower, and indicated an average successful completion rate of 60 per cent. This figure reflects the number of students who fail to complete but it masks considerable variation between courses, with land-based and engineering courses generally exhibiting lower successful completion rates. However, numbers of students involved are often very small and percentages may be misleading.

34 The College, aware of the need to maximise retention, monitors student progress closely. The College uses an At Risk Register to identify students whose learning profile indicates potential withdrawal or failure. The Register can be viewed online by relevant staff to track the progress of students and intervene promptly with additional support. The team considers this early intervention system to generate immediate assistance to students to be good practice, with the potential to improve retention rates significantly.

35 Learning support centres on each site provide students with additional academic support including study skills sessions. Students can be referred by tutors or can self-refer. The College operates an effective method of identifying new students in need of support. Administrators for higher education get disclosure information from UCAS applications and inform the appropriate senior curriculum leaders and the Inclusion Manager. Senior curriculum leaders meet students to discuss support and take necessary action.

36 The College also provides a comprehensive range of non-academic support facilities for students. Impartial advice, guidance and counselling are provided by a team of specialists, available by appointment or on a drop-in basis. An inclusion team works with students with specific additional needs and can help with advice and equipment to support disabled students.

37 The College assures itself of the effectiveness of support for students by analysing the feedback from students and external examiners, and advice from link tutors, as reported in paragraphs 20 and 26. The student written submission and the meeting of the team with students indicate that students are generally happy with the level of support they receive, a view endorsed by the 78 per cent overall satisfaction with academic support recorded in the National Student Survey 2010.

**What are the College's arrangements for staff development to maintain and/or enhance the quality of learning opportunities?**

38 The College's wide-ranging and effective staff development scheme has been referred to in paragraphs 22 and 23. Each term College higher education conferences include activities focused on the quality of learning opportunities to support higher education students' learning and provide excellent opportunities for staff to share good practice

39 A comprehensive higher education version of the Warwickshire Way has been developed for higher education teaching staff. The Higher Education Warwickshire Way staff development session for new staff helps prepare them for teaching on higher education courses. This includes the use of active learning methods and the integration of learning technologies. This recognition of the specific needs of those teaching higher education is regarded by the team as good practice. It builds upon the excellent existing practice for the development of new staff in a mixed further and higher education environment.

**How does the College ensure the sufficiency and accessibility of the learning resources the students need to achieve the intended learning outcomes for their programmes?**

40 Warwickshire College provides a wide range of resources across its higher education provision. Specialised facilities include a commercial day spa; equine, land-based and horticultural facilities; fine art studios; computing resources for digital design; digital film and video equipment; and engineering resources of industry standard, some of which have been donated or sponsored by local companies. The College's programme of estate enhancement has led to considerable refurbishment across all its centres, although there is no clear strategy for higher education accommodation to inform any subsequent enhancements. In general, higher education students are satisfied with the specialist resources to support their courses.

41 The College libraries provide a range of hard and electronic resources to support all College courses. Students can access the e-library through the intranet and renew and reserve titles online. The College virtual learning environment, known as the Learning Channel, is used to varying degrees by course teams. The College has responded to student requests for more essential reading texts by increasing the availability of e-books. Most higher education students also benefit from either full or restricted library lending rights and access to online resources from their awarding university.

42 The College has recently reviewed and enhanced its information technology resources. The wireless network has been extended and over 200 PCs were replaced in 2009-10; it is planned to replace a further 1,000 PCs during 2010-11. However, higher education students are critical of the non-specialist information technology provision across all centres. They consider the network to be slow and often down, and much of the software outdated and incompatible with their own. At one centre, Henley-in-Arden, there is no full-time on-site support for information technology. The team regards it as advisable that the College develop a strategy to inform its information technology replacement policy to address the specific needs of higher education students.

43 Higher education students consider that at some centres there is insufficient quiet space conducive to independent learning. Pershore centre in particular has difficulty in providing sufficient areas suitable for higher education students. Although the College has ameliorated the shortage of dedicated higher education space in each centre by making a series of arrangements within each programme area, including providing assignment workshops and allowing students to book and use rooms when not being used for classes,

student dissatisfaction with the provision persists. The team considers it to be desirable that the College review library facilities to ensure that opening times and availability of quiet study areas meet the needs of full and part-time higher education students.

**The team concludes that it has confidence in the College's management of its responsibilities for the quality of the learning opportunities as required by the awarding bodies to enable students to achieve the intended learning outcomes.**

### **Core theme 3: Public information**

#### **What information is the College responsible for publishing about its HEFCE-funded higher education?**

44 Under the terms of its agreements with the awarding bodies the College is responsible for publishing all information relating to its higher education provision. The College has taken a strategic decision to reduce the range of printed materials being produced. As a result, most materials for prospective students are available to download from the website, but the facility exists to order a paper copy. The College website is attractive and easy to use, with clear signposting to the higher education provision. It contains useful and informative sections on non-course-related information such as UCAS and information on bursaries and fees, including up-to-date information on the proposed higher education fees changes.

45 The College produces a number of guides, one of which is dedicated to the higher education courses. The Higher Education Guide, which is reviewed annually, provides an attractive and informative source of information to potential students and employers. In addition to the Higher Education Guide the College produces more detailed course information sheets, which can be accessed through the website.

46 In response to an action point from the Developmental engagement in work-based and placement learning the College has produced information sheets on work-based and placement learning to inform prospective students of the requirements. These information sheets are a clear guide to the students' responsibilities to arrange appropriate work placements for themselves and are a useful complement to the course information sheets.

47 The College produces a course handbook for each of its higher education courses. In response to an action point from the Developmental engagement in assessment the College has implemented a standard approach to course handbook content to ensure greater consistency in the provision of key assessment and other information. To support this process the College has developed a template for course handbooks, which all courses are expected to follow. Where awarding body information is required to be included the template has been adapted by course teams as necessary. The course handbooks are given to students at induction, or before, and provide a comprehensive guide to course requirements and other information. Course handbooks are also available to view or download on the College virtual learning environment.

48 Students consider that pre-course information is helpful and enables them to make informed choices. Although students from one course stated that they had not received a course handbook at the start of the course, other students reported that they receive a new course handbook at the start of each year. With one exception, students who attended the focus groups which informed the student written submission commented on how materials

provided prior to commencing their studies, and during the induction process, were easy to understand and use.

**What arrangements does the College have in place to assure the accuracy and completeness of information the College has responsibility for publishing?  
How does the College know that these arrangements are effective?**

49 Under the terms of its agreements with the awarding bodies it is the College's responsibility to secure approval for the information that it publishes about the courses it delivers. The manner in which this approval is obtained varies greatly between the awarding bodies. One of the awarding bodies has carried out an audit of the College information and the awarding body representative agreed the College was in full compliance with its responsibilities under the agreements.

50 Arising from an action point from the Developmental engagement in work-based and placement learning, the College has undertaken a review of the way in which information is published on its website. In order to ensure the consistency and accuracy of higher education course information, course teams produce information using a standard template, which is uploaded to the website but does not go live until authorised by a member of the higher education team following a check for accuracy. This ensures that, while the course teams retain ownership, the overall accuracy, currency and completeness of the information is ensured by a senior member of the higher education team.

51 Course handbooks are produced by course teams following a standard template. The handbooks are checked annually by the higher education team and any errors are corrected and improvements noted for the next academic year. Most course handbooks for courses that require work-based or placement learning contain clear guidance on the way it is embedded in the course structure. However, the course handbook for the FdEng in Professional Engineering does not contain the same level of information as those for other Foundation Degree courses. The team considers it to be desirable that the information in this handbook be as complete and informative as it is in course handbooks for the other Foundation Degrees.

52 Programme specifications are agreed at course approval (or review) and are reproduced in course handbooks without change, to ensure accuracy. From 2010-11 course teams also produce work-based and placement learning information sheets to provide applicants and students with a concise summary of each course's requirements. These sheets are also checked by the higher education team prior to publication. Marketing produces cross-college information such as the Higher Education Guide. This and any other information they produce is checked for accuracy by the Higher Education Team and programme area managers.

53 Although there is no formal consultation process with students in the preparation of handbooks, focus groups are held to gain the student view of the College publicity materials. Student surveys also contain questions on the quality and usefulness of information provided to them.

**The team considers that reliance can be placed on the accuracy and completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.**

## **C Summary of findings from the Developmental engagement in assessment**

54 The Developmental engagement in assessment visit took place in February 2009. The three lines of enquiry, agreed with the College in advance, are set out below. The lines of enquiry reflect a broad range of assessment issues.

**Line of enquiry 1:** How effective is the College's internal verification system in maintaining academic standards?

**Line of enquiry 2:** Does assessment feedback to students promote effective learning?

**Line of enquiry 3:** Do course handbooks provide students with necessary assessment information?

55 The Developmental engagement report identified a range of good practice. This included robust internal verification processes, at team and college level, informed by university partners, external examiners and the *Code of practice*, and a proactive approach to the sharing of this good practice. Further good practice included provision of constructive feedback to students, which in some instances employed innovative approaches, reinforced by related staff development activities.

56 The Developmental engagement report also made a number of recommendations. It advised the College to implement a standard approach to course handbook content. It considered it to be desirable that the College facilitate greater consistency in internal verification practice, further development of innovative feedback methods and provision of guidelines on providing feedback to students.

### **Summary of findings from the Developmental engagement in work-based and placement learning**

57 The Developmental engagement in work-based and placement learning visit took place in February 2010. The three lines of enquiry, agreed with the College in advance, are set out below. The lines of enquiry reflect a broad range of work-based and placement learning issues.

**Lines of enquiry 1:** How effectively does Warwickshire College engage with employers to ensure that the design and delivery of vocational programmes lead to appropriate outcomes?

**Lines of enquiry 2:** How well are students prepared for, and supported through, work-based and placement learning?

**Lines of enquiry 3:** How appropriate and helpful is the information provided to employers about work-based and placement learning?

58 The Developmental engagement report identified a range of good practice. This included substantial engagement with employers, including industry advisors, on Foundation Degrees to ensure the relevance and integration of students' academic and practical learning in course design, a wide range of support for learning in the workplace and informative documentation for students and employers.

59 The Developmental engagement report also made a number of recommendations. These included the desirability of extending employment involvement to all programmes, monitoring the effectiveness of the industry advisor scheme and a more structured process for obtaining and using employer feedback. The report also considered it desirable for the College to ensure that students are advised at an early stage, including pre-enrolment, about the requirements for work-based and placement learning, for the mentoring process to be

extended to all programmes that include work-based or placement learning and that documentation for employed students and their employers be developed further.

## D Foundation Degrees

60 The College currently offers 27 Foundation Degrees in a wide range of subject areas including early years education, spa management, arboriculture and equine studies. Curriculum developments have focused on the introduction of new Foundation Degrees including an FdA Sport and Fitness Management, FdEng Engineering, FdEng Professional Engineering, FdA Events Management and FdSc Counselling. The College has enjoyed close industry support for each of these developments, including one large national company whose employees make up the majority of the students on one programme. A number of these programmes are delivered in College on one day a week (or equivalent) to allow attendance from employed students and minimise work release requirements. The College has appointed an industry advisor for all but one of the Foundation Degree programmes to report on workplace skill needs and the extent to which students demonstrate these.

61 The conclusions below relating to good practice and recommendations apply equally to Foundation Degrees.

## E Conclusions and summary of judgements

62 The Summative review team has identified a number of features of good practice in Warwickshire College's management of its responsibilities for academic standards and for the quality of learning opportunities of the awards the College offers on behalf of its awarding bodies. This was based upon discussion with staff and students and scrutiny of evidence provided by the College and its awarding bodies, Birmingham City University, Coventry University, Edexcel, the University of Warwick and the University of Worcester.

63 In the course of the review, the team identified the following areas of **good practice**:

- the College's internal validation and review processes are enriched by the systematic inclusion of industrial advisors from the outset in the design and development of work-based learning and assessment (paragraphs 15, 31)
- peer review of annual course reports and the use of the Course Manager's Checklist to ensure consistent, systematic reporting are effective in maintaining and enhancing academic standards and the quality of learning opportunities (paragraphs 16, 17, 23, 25)
- the College operates a particularly robust system of internal verification that not only makes a valuable contribution to the maintenance of academic standards across the higher education provision, but drives improvement in the practice of setting assignments, marking and the quality of feedback to students (paragraph 19)
- encouragement and support for, and recording of, individual scholarly activity, the sharing of good practice through the work of the Advanced Teaching Practitioner for Higher Education, the customised teaching observation scheme for higher education and the HE conferences are effective in enhancing academic standards and the quality of learning opportunities provided (paragraphs 22, 30)
- the arrangements for inducting, mentoring and developing teaching staff new to higher education are innovative, comprehensive and designed to ensure that learning, teaching and assessment reflect the appropriate level of *The framework for higher education qualifications in England, Wales and Northern Ireland* and the *Code of practice* (paragraph 23)

## Integrated quality and enhancement review

- the online At Risk Register facilitates early identification of students in need of additional support and prompts timely intervention to address their needs, offering the potential to improve student retention significantly (paragraph 34)
- the well-presented website, with its clearly focused information, enables prospective students and employers to make informed choices and, through work-based and placement learning factsheets, ensures that they are well briefed at an early stage on the extent and nature of work-based learning and respective responsibilities (paragraphs 44, 45, 46)
- the process of developing and monitoring website information ensures ownership of information by the course teams while overall control rests with senior higher education staff, ensuring currency, accuracy and coherence (paragraph 50).

64 The team also makes some recommendations for consideration by the College and its awarding bodies.

65 The team agreed a number of areas where the College is **advised** to take action:

- ensure that all higher education students receive prompt feedback before undertaking further assessment in order to provide effective support for their learning (paragraph 29)
- develop a strategy to inform its information technology replacement policy in order to address the specific needs of higher education students (paragraph 42).

66 The team also agreed the following areas where it would be **desirable** for the College to take action:

- revise its collection, collation, and analysis of higher education student data in order to make figures for cohort progression and successful completion more explicit and transparent (paragraphs 18, 33)
- consider ways in which all higher education students can engage with each other, either physically or virtually, to share experiences and discuss matters of common interest (paragraph 32)
- review library facilities to ensure that the availability of quiet study areas meets the needs of full and part-time higher education students (paragraphs 40, 43)
- ensure that the information on work-based and placement learning requirements in the FdEng Professional Engineering course handbook is as complete and informative as it is in course handbooks for the other Foundation Degrees (paragraph 51).

67 Based upon its analysis of the College's self-evaluation, and other documentary evidence and from its meetings with staff and students, the team concludes that it has **confidence** that, in the context of this Summative review, the College discharges its responsibilities effectively, as set out in the relevant partnership agreement for the management of the standards of the awards of its awarding bodies.

68 Based upon its analysis of the College's self-evaluation, and other documentary evidence and from its meetings with staff and students, the team concludes that it has **confidence** that, in the context of this Summative review, the College discharges its responsibilities effectively, as set out in the relevant partnership agreement for the management of the quality of learning opportunities to enable students to achieve the intended learning outcomes.

69 Based upon its analysis of the College's self-evaluation, and other documentary evidence and from its meetings with staff and students, the team concludes that, in the context of this Summative review, reliance **can** be placed on the accuracy and completeness

of the information that the College is responsible for publishing about itself and the programmes it delivers.

Warwickshire College action plan relating to the Summative review: February 2011						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
In the course of the Summative review the team identified the following areas of <b>good practice</b> that are worthy of wider dissemination within the College:						
<ul style="list-style-type: none"> <li>the College's internal validation and review processes are enriched by the systematic inclusion of industrial advisors from the outset in the design and development of work-based learning and assessment (paragraphs 15, 31)</li> </ul>	Continue to include an employer representative in all internal Course Approval and Review Panel (CARP) meetings	Ongoing	Director of HE	All new internal course approvals/reviews are informed by employer input	HE Quality and Academic Standards Group (HEQAS)	Notes from CARP meetings
<ul style="list-style-type: none"> <li>peer review of annual course reports and the use of the Course Manager's</li> </ul>	Continue to include peer review as a key part of the annual course monitoring process	Ongoing	Director of HE	Effective annual course monitoring including sharing of good practice with peers	HEQAS	Annual course monitoring report to HEQAS

<p>Checklist to ensure consistent, systematic reporting are effective in maintaining and enhancing academic standards and the quality of learning opportunities provided (paragraphs 16, 17, 23, 25)</p>	<p>Continue to promote the use the Course Manager's Checklist</p>	<p>Ongoing</p>	<p>Programme area managers (PAMs)</p>			
<ul style="list-style-type: none"> <li>the College operates a particularly robust system of internal verification that not only makes a valuable contribution to the maintenance of academic standards across the higher education provision, but drives improvement in the practice of setting</li> </ul>	<p>Continue to implement robust internal verification system</p>	<p>Ongoing</p>	<p>All HE course teams</p>	<p>Confirmation of rigorous internal verification by external examiners</p>	<p>HEQAS</p>	<p>External examiner reports</p>

assignments, marking and the quality of feedback to students (paragraph 19)						
<ul style="list-style-type: none"> <li>encouragement and support for, and recording of, individual scholarly activity, the sharing of good practice through the work of the Advanced Teaching Practitioner for Higher Education, the customised teaching observation scheme for higher education and the HE conferences are effective in enhancing academic standards and the quality of learning opportunities provided</li> </ul>	Maintain central collection and evaluation of scholarly activity records	Ongoing	Director of HE	Effective support for scholarly activity	HEQAS	Report to HEQAS
	Continue to support role of HE Advanced Teaching Practitioner including sharing of good practice	Ongoing	Quality Improvement and Workforce Development (QIWD) Manager	Sharing of good practice related to HE		
	Maintain HE-specific teaching observations	Ongoing	QIWD Manager	Effective monitoring of HE teaching activities		
	Continue to provide HE conferences	Ongoing	Director of HE	Up to three HE conferences held each year		

(paragraphs 22, 30)						
<ul style="list-style-type: none"> <li>the arrangements for inducting, mentoring and developing teaching staff new to higher education are innovative, comprehensive and designed to ensure that learning, teaching and assessment reflect the appropriate level of <i>The framework for higher education qualifications in England, Wales and Northern Ireland</i> and the <i>Code of practice</i> (paragraph 23)</li> </ul>	Maintain arrangements for inducting and mentoring new HE staff to ensure teaching and assessment is appropriate for the level of delivery	Ongoing	QIWD Manager	Confirmation by external examiners that assessment and student achievement is appropriate for the level of the award	HEQAS	External examiner reports
<ul style="list-style-type: none"> <li>the online At Risk Register facilitates early identification of students in need of additional support and prompts timely intervention to</li> </ul>	Maintain use of At Risk Register	Ongoing	PAMs	Improved retention rates	HEQAS	Report to HEQAS

address their needs, offering the potential to improve student retention significantly (paragraph 34)						
<ul style="list-style-type: none"> <li>the well-presented website, with its clearly focused information, enables prospective students and employers to make informed choices and, through work-based and placement learning factsheets, ensures that they are well briefed at an early stage on the extent and nature of work-based learning and respective responsibilities (paragraphs 44, 45, 46)</li> </ul>	<p>Maintain website content and update regularly as appropriate</p> <p>Maintain work-based and placement learning (WBPL) information sheets for sharing with prospective and enrolled students and produce sheets for new courses, as appropriate</p>	<p>Ongoing</p> <p>Ongoing</p>	<p>HE Team</p> <p>HE Manager</p>	<p>Useful and informative website</p> <p>Up to date WBPL information sheets for all courses with WBPL</p>	<p>HE Management Team</p>	<p>Report to HE Management Team</p>

<ul style="list-style-type: none"> <li>the process of developing and monitoring website information ensures ownership of information by the course teams while overall control rests with senior higher education staff, ensuring currency, accuracy and coherence (paragraph 50).</li> </ul>	Maintain approval system for changes to HE courses on website	Ongoing	HE Team and HE course managers	HE course data on website is up to date and accurate	HE Management Team	HE course datasheets
<b>Advisable</b>	<b>Action to be taken</b>	<b>Target date</b>	<b>Action by</b>	<b>Success indicators</b>	<b>Reported to</b>	<b>Evaluation</b>
The team agreed a number of areas where the College should be <b>advised</b> to take action						
<ul style="list-style-type: none"> <li>ensure that all higher education students receive prompt feedback before undertaking further assessment in order to provide effective support</li> </ul>	Add date feedback is due to the standard assignment front sheet  Identify a College	Sep 2011  July 2011	HE Manager  Quality	College improves the student response for the National Student Survey (NSS) relating to timeliness of return of assessment feedback.	HEQAS	NSS results  Internal HE

for their learning (paragraph 29)	benchmark for student response regarding timeliness of feedback in course surveys  Course teams not meeting benchmark identify appropriate action in annual course report	Oct 2011	Improvement and Learning Technologies (QILT) Manager  HE course teams	In addition, timeliness of return of assessment feedback is monitored through internal HE course surveys where the benchmark will be set at 90 per cent. Course teams will be required to compare their responses to the benchmark and set actions as appropriate		Course Survey Results
<ul style="list-style-type: none"> <li>develop a strategy to inform its information technology replacement policy in order to address the specific needs of higher education students (paragraph 42).</li> </ul>	Produce a College IT strategy	Dec 2011	Director of HE	Approved IT strategy	College Leadership Team (CLT)	IT strategy
<b>Desirable</b>	<b>Action to be taken</b>	<b>Target date</b>	<b>Action by</b>	<b>Success indicators</b>	<b>Reported to</b>	<b>Evaluation</b>

The team agreed the following areas where it would be <b>desired</b> to take action						
<ul style="list-style-type: none"> <li>revise its collection, collation, and analysis of higher education student data in order to make figures for cohort progression and successful completion more explicit and transparent (paragraphs 18, 33)</li> </ul>	Produce an agreed process for course set-ups year-on-year clearly identifying the link between each year of a student's learning plan	May 2011	MIS Director and QILT Manager	Process approved and online performance reports (CMR) reflect the year on year links	HEQAS and CLT	Quality Review Meeting reports
<ul style="list-style-type: none"> <li>consider ways in which all higher education students can engage with each other, either physically or virtually, to share experiences and discuss matters of common interest (paragraph 32)</li> </ul>	<p>Ask HE students if they would like a method of communication with each other additional to existing opportunities</p> <p>Explore methods of implementing appropriate communication routes in line with student views</p>	<p>June 2011</p> <p>Sep 2011</p>	<p>HE Manager</p> <p>HE Team</p>	Student satisfaction with HE communication opportunities	HEQAS	Report from HE Manager regarding student views on HE communication opportunities
<ul style="list-style-type: none"> <li>review library facilities to</li> </ul>	Review provision, of quiet study spaces	June 2011	Libraries Manager	A minimum of 88 per cent of	HEQAS	Report from Libraries Manager

<p>ensure that the availability of quiet study areas meets the needs of full and part-time higher education students (paragraphs 40, 43)</p>	<p>including comparison with MEGLib (Mixed Economy Group Library Group)</p> <p>Survey HE students about satisfaction with availability of quiet study spaces</p>	<p>Mar 2012</p>		<p>students are satisfied with provision of quiet study spaces</p>		
<ul style="list-style-type: none"> <li>ensure that the information on work-based and placement learning requirements in the FdEng Professional Engineering course handbook is as complete and informative as it is in course handbooks for the other Foundation Degrees (paragraph 51).</li> </ul>	<p>Add work-based learning (WBL) diagram to FdEng Professional Engineering course handbook</p>	<p>Sep 2011</p>	<p>Course manager</p>	<p>WBL diagram in FdEng Professional Engineering course handbook</p>	<p>Director of HE</p>	<p>Course handbook</p>

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