



Learning from higher education in further education colleges in England



Sharing good practice

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Foreword

Academic review of subjects in UK higher education

The Quality Assurance Agency for Higher Education (the Agency) carries out reviews of individual subjects through service level agreements with the main higher education (HE) funding bodies. The reviews help to provide: public assurance that the quality and standards of HE are being safeguarded; enhancement of the provision; and accountability for public funds.

In developing its method for academic review, the Agency has published a wide range of materials designed to provide a background against which the reviews can take place. These are:

- *The framework for qualifications of higher education institutions in Scotland;*
- *The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ);*
- *Subject benchmark statements;*
- *Code of practice for the assurance of academic quality and standards in higher education (Code of practice);*
- *Guidelines for preparing programme specifications.*

Together, the FHEQ, the *Subject benchmark statements* and the *Code of practice* are referred to as the academic infrastructure.

This report covers reviews undertaken in general further education colleges (FECs) in England between January 2002 and June 2003 through an agreement with the Higher Education Funding Council for England (HEFCE). Only provision which is directly funded by HEFCE has been reviewed.

Academic review of subjects

Academic review of subjects is a peer review process. It starts when institutions evaluate their provision in a subject in a self-evaluation document. This document is submitted to the Agency for use by a team of reviewers who gather evidence to enable them to report their judgements on the academic standards and the quality of learning opportunities. Review activities include meeting staff and students, scrutinising students' assessed work, reading relevant documents and considering learning resources.

Full details of the process of subject review can be found in the *Handbook for academic review, QAA, 2000*.

Judgements

The range of judgements that the reviewers may utilise when they have completed a subject review is summarised below. In joint reviews, each subject has a separate judgement in academic standards but judgements in the quality of learning opportunities are generally combined.

<p>Academic standards</p> <p>Reviewers make one of the following judgements on standards:</p> <ul style="list-style-type: none"> ● confidence, which may be expressed as limited confidence; or ● no confidence <p>Quality of learning opportunities</p> <p>Reviewers make one of the following judgements for each of three aspects of learning opportunities:</p> <ul style="list-style-type: none"> ● commendable, (which may include exemplary features); or ● approved; or ● failing 	<p>To reach this judgement, the reviewers look at:</p> <ul style="list-style-type: none"> ● learning outcomes; ● the curriculum; ● student assessment; and ● student achievement. <p>The three aspects of quality of learning opportunities are:</p> <ul style="list-style-type: none"> ● teaching and learning; ● student progression; and ● learning resources.
<p>Maintenance and enhancement of quality and standards</p> <p>Reviewers also report the degree of confidence they have in the institution's ability to maintain and enhance quality and standards in the subject under review.</p>	

Summary

1. There is much to celebrate in the achievements of FECs as they continue to develop their HE provision. There is also much good practice of HE in FECs from which all current and potential providers can benefit.
2. This report is based on the findings of 153 academic reviews carried out between January 2002 and June 2003 in FECs in England. The majority of reviews were in one or more of three subjects: engineering, computing or social policy and administration and social work. Overall, the reviewers had confidence in the academic standards of over 90 per cent of the programmes reviewed. In the quality of learning opportunities, the strongest areas were teaching and learning and student progression. Around 60 per cent of the reviews resulted in commendable judgements in these aspects.
3. These judgements show that students generally experience education of high quality and of the appropriate standard. Typically this is provided by dedicated and enthusiastic staff and supported by appropriate learning resources. College staff usually build on their links with employers to support their HE provision, promoting relevance to employment and currency of the curriculum.
4. The colleges make an important and growing contribution to the achievement of the Government's policy for increasing participation in HE. The colleges are effective in creating flexible educational opportunities for a range of students who have not traditionally been able to benefit from HE. The programmes are successful in attracting students from widely differing backgrounds, with diverse qualifications, a broad age profile and varied educational and work experience.
5. A crucial element in the success of the colleges' HE provision is the quality of student support. In most cases, student groups are small, providing very good opportunities for close working relationships between staff and students. Staff know their students well and play a key part in helping them through the challenges of balancing learning with work and domestic demands. Staff are generally well qualified in their subjects and in the practice of teaching.
6. Almost all providers successfully match their aims with the intended learning outcomes (ILOs) at the programme level. The majority of programmes have up-to-date and relevant curricula. In general, student achievement matches the ILOs and level of the award. The assessment process, together with the way it is secured by quality management, is the element with most scope for further development.
7. Colleges that have devised a specific teaching and learning strategy for HE, provide a supportive framework for their staff and students. Reviewers found the best resourced HE programmes in colleges where the needs of HE students have been fully and strategically addressed. A number of colleges have recently refurbished teaching accommodation to meet the growth in HE, particularly in engineering. Colleges that have achieved a Centre of Vocational Excellence (COVE) status for their FE-level provision are able to use their specialist facilities to benefit HE students. Many colleges have a clear information and communications technology (ICT) strategy and possess modern and up-to-date learning resource centres to which students have ready access.
8. Overall, academic review of HE in FECs has identified a wide range of good practice from which all providers can benefit. The reviewers found examples of good practice in almost every college reviewed. HE in FECs can be enhanced if providers increase opportunities to share good practice to assist with improving the maintenance and enhancement of quality and standards.

Introduction: the findings of academic review

9. This report provides a summary of the findings of the academic reviews of subjects completed by the Agency between January 2002 and June 2003. The chief purposes are to highlight elements of good practice identified by the reviewers, to assist current and potential providers in further developing and enhancing their provision and to disseminate good practice to subjects yet to be reviewed. The report will also assist professional, statutory and regulatory bodies (PSRBs) and those undertaking scholarly work in the field.

10. This report is based upon the findings of 153 academic reviews of subjects taught at HE level and funded either directly by HEFCE or through HEFCE consortium funding in FECs in England. Around 5,800 full-time and 11,400 part-time students were registered for the programmes reviewed; a total of about 11,500 full-time equivalents.

11. The Agency carried out these reviews in 107 of the 162 colleges directly funded by HEFCE (at September 2003). This included 75 colleges reviewed in one subject only and 32 reviewed in two or more subjects. The largest number of reviews in any one college during this period was four, and 11 colleges had three reviews. Some 20 of these colleges have substantial experience of providing HE programmes over many years. Most, however, are in the early stages of developing their HE provision and at the time of writing this report, the Agency has yet to carry out reviews in 55 colleges which provide HE in FECs. The Agency reviews HE programmes which are indirectly funded by a higher education institution (HEI) through the process of institutional audit.

12. The 153 reviews included programmes within the following subjects scheduled for review by the Agency in 2002-03 (*Handbook for academic review, 2000, annex K*):

- Accountancy;
- Computing;
- Earth, environmental sciences and environmental studies;
- Engineering;
- English;
- Geography;
- History;
- Law;
- Social policy and administration and social work; and
- Sociology and anthropology.

13. The full list of subjects reviewed at each FEC is given in Annex 1. In 69 cases the reviews were aggregate; that is, they covered more than one of these subjects. Fifty-eight were aggregate reviews of engineering and computing.

14. About 60 per cent of the programmes reviewed during this period are at HNC/D level, while about 35 per cent are bachelors degree awards and 5 per cent are taught masters degree programmes. HNC/D programmes predominate in engineering and computing, while bachelors degrees are most numerous in arts and humanities and in social studies. The immense richness of the education on offer is indicated by the list of awards in Annex 2.

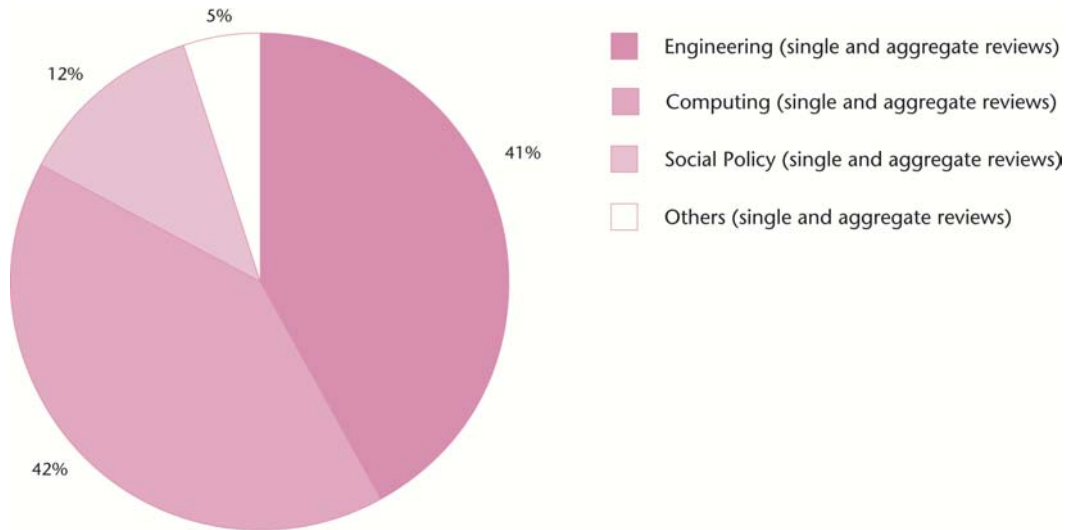
15. Overall, at the time of the reviews, about 5,800 full-time and 11,400 part-time students were registered for the programmes, in total 11,500 full-time equivalents.

16. The distribution of the reviews across the subjects is shown in Figures 1 and 2.

Academic review HE in FE (January 2002 - July 2003)

Distribution of subjects reviewed

Figure 1



Academic review HE in FE (January 2002 - July 2003)

Number of reviews in each of the subjects reviewed

Figure 2

Subject	No.	%
Computing (single and aggregate reviews)	89	42
Engineering (single and aggregate reviews)	88	41
Social Policy (single and aggregate reviews)	25	12
Others (single and aggregate reviews)	10	5
Total reviews	153	

17. The Agency will carry out academic reviews of other HEFCE directly or consortium funded subjects provided at HE level in FECs between 2003 and 2006. These subjects include:

- Medicine;
- Dentistry;
- Veterinary Medicine;
- Biosciences;
- Subjects Allied to Medicine;
- Nursing and Midwifery;
- Physics and astronomy;
- Chemistry;
- Psychology;
- Agriculture, Forestry, Agricultural and Food Sciences;

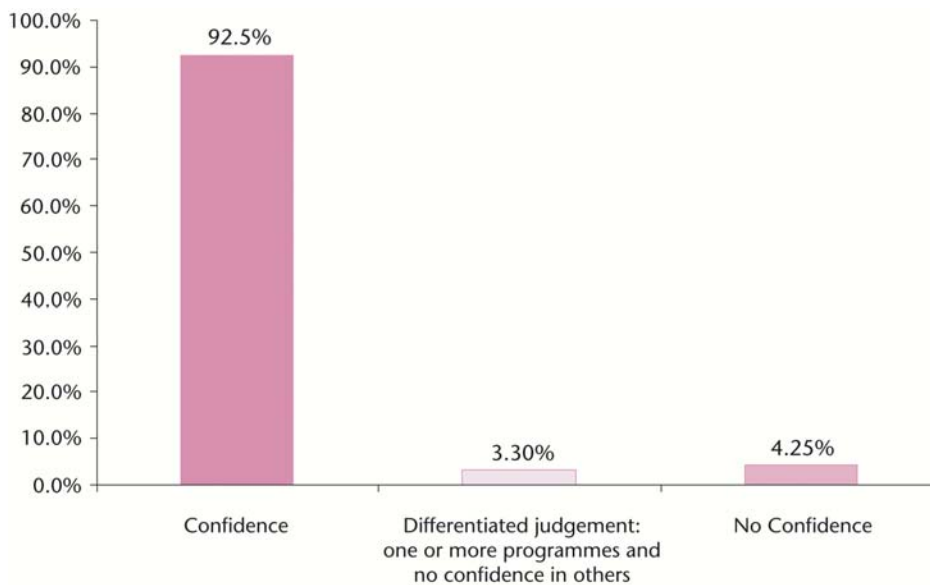
- Materials;
- Building and Surveying;
- Town and Country Planning;
- Mathematics, Statistics and Operational Research;
- Linguistics;
- Area Studies;
- Languages and Related Studies;
- Communications, Media, Film and Television Studies;
- Art and Design;
- Dance, Drama and Performance Arts;
- Music.

18. Overall, the reviewers have confidence in the standards of over 90 per cent of the programmes reviewed. In some 92 per cent, the reviewers had confidence in the standard of all the programmes. In around another 3 per cent, they reached differentiated judgements; that is they had confidence in the standards of only some of the programmes they reviewed. Figure 3 provides more detail of the standards judgements.

Academic review HE in FE (January 2002 - July 2003)

Academic standards judgements

Figure 3

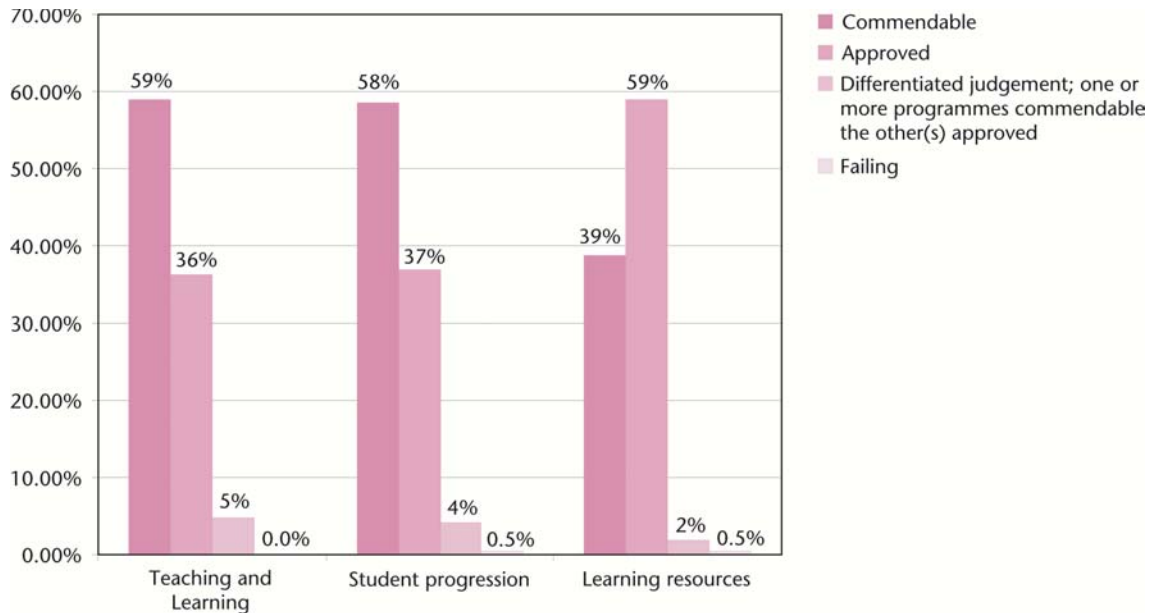


19. Within the three aspects of the quality of learning opportunities, 99 per cent of the reviews resulted in commendable or approved judgements; teaching and learning achieved 59 per cent commendable judgements, student progression 58 per cent and learning resources 39 per cent. The reviewers reached differentiated judgements in each of these aspects. Figure 4 provides details of these.

Academic review HE in FE (January 2002 - July 2003)

Quality of learning opportunities judgements

Figure 4



20. Within this report, the identification of good practice is based on the *Code of practice*. The *Code of practice* is intended to help institutions by providing a framework within which they can consider the effectiveness of their individual approaches to a range of HE activities. The reviewers have paid close attention to the precepts in the *Code of practice* and have identified as good practice some of the ways in which colleges have addressed the intentions of the precepts and introduced changes. Pinpointing this good practice is key to enabling colleges to build on their strengths and to identify areas for further development.

Overview of outcomes from academic review

Aims

21. Nearly all FECs offering HNC/Ds in the subjects under review include the five core aims for the subject laid down by the awarding body, BTEC Edexcel. These aims are generic and concern preparation for employment, further study and the acquisition of subject and transferable skills. Few colleges include significant subject-specific aims. Where the college has followed established good practice, the aims are set within the framework of the college mission and are also supplemented with others that underpin the student experience in important ways.

22. The aims of the 35 per cent of the programmes reviewed lead to bachelors-level awards and these have some distinguishing features appropriate to the level of achievement expected. Strengths include distinctive features such as developing enthusiasm for, and competence in, independent research.

23. The provision reviewed at masters level, is confined to two colleges. In both cases, the programmes build on the knowledge and skills students acquire during first degrees, while providing comprehensive and challenging opportunities for them to specialise in line with individual interests and career pathways.

24. Good practice in setting aims for HE programmes includes:

- setting the aims within the framework of the college mission;
- providing aims to embrace features that underpin the student experience;
- setting subject-specific aims as well as generic aims;
- giving indications of how the students' needs for support and guidance will be identified and addressed;
- matching the level of the programme in relation to the level descriptor set out in the FHEQ;
- defining an aim relating to the quality assurance and enhancement of the subject;
- developing a programme of study informed by staff scholarship and professional expertise.

25. For degree level work, appropriate aims also address:

- allowing students to enhance their existing transferable skills, extend and enhance their developing abilities, reason logically and engage in informed debate;
- developing a programme of study informed by staff research;
- developing enthusiasm for and competence in independent research.

26. The most effective statements are those that make links between institutional and subject-related aims and make reference to the academic infrastructure. Figure 5 sets out a compilation of examples of good practice in the statement of the aims of the provision of HE in FECs.

Examples of good practice in the statement of aims for HE in FECs

Figure 5

The overall aims of the provision are to:

- provide a nationally recognised higher education foundation for a range of technical and managerial careers in land based occupations, with specialist studies in relevant pathways with accreditation where relevant by professional bodies (*for example, of specialist subject elements*);
- in line with the college's mission, develop partnerships with key local organisations; to enable graduates and diplomates to make an immediate contribution to employment; and, in so doing, support sustained economic development in the region (*for example, of mission context*);
- provide flexibly-structured coherent programmes, consistent with national guidelines outlined in the FHEQ, preparing students for a wide range of careers (*for example, of reference to the academic infrastructure*);
- encourage students' personal and professional development through providing a learning environment within which students experience positive achievement, develop a range of transferable skills, and are able to achieve high levels of relevant lifelong skills for a successful working life (*for example, of generic skills*);
- arrange practical placements for students that promote the integration of theory with practice, productive competence at work, and opportunities for later employment (*for example, of work-based learning*);
- in line with the College's student assessment strategy, which itself uses the *Code of practice, Section 6: Assessment of students* as a benchmark, provide a rigorous and fair system of assessment while continuing to meet the requirements of Edexcel (*for example, of reference to academic infrastructure and student assessment*);
- adopt recruitment strategies that encourage widening participation from the local community and from non-traditional educational backgrounds and providing FE to HE progression routes for local people (*for example, of student progression*);
- through students and staff working closely together, provide a caring and supportive learning environment that pays attention to the circumstances and differing academic and pastoral needs of students (*for example, of student support*);
- allow students to succeed in their programmes through the provision of learning resources appropriate to an HE level of study (*for example, of learning resources*);
- continue to operate robust quality assurance and course management procedures through working closely with staff, students and employers; and to systematically review, evaluate and update the provision to ensure its continued quality (*for example, quality assurance and enhancement*).

Strengths and areas for development: academic standards

Intended learning outcomes

27. Almost all providers successfully match their aims and ILOs at the programme level. The majority of providers have used the appropriate *Subject benchmark statement* when setting their ILOs. In general, ILOs are effectively communicated to staff and students through programme specifications. They are included in student handbooks and discussed during recruitment and induction, although they are not always clearly understood by students.

28. Learning outcomes of degree programmes are clearly differentiated and reflect the academic infrastructure for HE. This consists of FHEQ; the *Code of practice*, *Subject benchmark statements* and programme specifications. On law and social work programmes these also comply with PSRB requirements and, for engineering programmes, are closely linked to the needs of local employers. The use of ILOs for social work programmes is variable, with some inconsistencies in describing outcomes, consultation with key stakeholders and some use of outcomes at an inappropriate level.

29. BTEC Edexcel sets guidelines for ILOs at the unit level for HNC/D programmes. The majority of providers have understood the benefit of generating the required programme-level subject outcomes to underpin the programme. Although the HND is intended to widen the breadth of study from the HNC, not all providers make this clear. HNC/D provision which aims to enhance progression to a degree, would generally benefit from more explicit ILOs at both unit and programme level.

30. In computing and engineering, local employers are increasingly involved in the specification of ILOs and this increases the currency and relevance of the provision. In both accounting and computing, the matching of ILOs to PSRB requirements is a valuable feature which enables students to study for additional qualifications alongside the HNC/D, or degree, and so gain simultaneous accreditation.

31. ILOs concerning the acquisition of common and transferable skills are an important feature of all programmes. Common and transferable skills play an essential role in developing students' personal effectiveness in working life and provide a foundation for personal development. They include, managing roles and responsibilities; undertaking personal and career development; treating others' values, beliefs and opinions with respect; working effectively as a team member and communicating effectively in writing.

32. The way in which ILOs are communicated to students is important for giving their learning a clear focus. Key features in the specification of ILOs include:

- matching ILOs to the aims of the provision;
- reflecting on the relevant *Subject benchmark statements* at an appropriate level;
- differentiating the level of the award, in line with the FHEQ
- differentiating subject-specific learning outcomes from generic learning outcomes;
- matching with PSRB requirements in applied subjects;
- linking to the needs of local employers, where appropriate;
- recording clearly in the programme specifications;
- communicating effectively to staff and students through programme and student handbooks with clear links between programme and module/unit aims and ILOs;
- discussing with students during recruitment and induction.

Curricula

33. Curricula are generally designed to meet the requirements of external bodies, including BTEC Edexcel, validating universities and PSRBs. The majority of programmes reviewed have up-to-date and relevant curricula. At their best, curricula explicitly related to the achievement of ILOs and relevant *Subject benchmark statements*. However, there is scope for colleges to place further emphasis on the achievement of the higher order skills of analysis and criticism as set out in the FHEQ.

34. In many colleges, choice within the curriculum promotes student interest and specialisms. Reviewers praise many programmes for their curricula, which are comprehensive and well integrated. In a minority of cases, student choice within the curriculum is limited. This is usually because low student enrolments make it uneconomical for colleges to offer more options.

35. Curriculum development, effectively linked to teaching, learning and assessment strategies and the availability of the essential learning resources, contributes significantly to the achievement of the ILOs. Where colleges have successfully integrated these elements, student achievement is usually commendable.

36. The content of the curriculum of most programmes is influenced by local circumstances and is relevant to employers' needs. Generally, programmes prepare students well for future employment. A key strength of most programmes is the opportunity for students to combine study for an HE qualification with relevant employment, particularly through part-time HNCs, and work-based projects and placements.

37. The development of vocationally relevant skills, which can lead directly into employment, is emphasised in many reviews and is particularly evident in HNC engineering programmes. Achievement is enhanced through the involvement of students in work-related projects that utilise the resources of local employers and allow students to study real work topics. Achievement levels are particularly high on some centre-devised units which attract students from a wide area, and which are well supported by the staff. Part-time engineering students also often have enhanced career progression prospects because of the close links between colleges and local employers.

38. Linking programmes with additional qualifications assists student achievement and progression. For example, students on some computing programmes are able to take sector-specific qualifications in association with HNC/Ds and achieve a dual qualification within the same timescale. This facilitates entry to the job market for full-time students and career development opportunities for those in employment. Employers particularly value the additional development of skills such as programming.

39. The curricula that are generally most effective in providing good opportunities for students to achieve the ILOs are those that:

- meet both the needs of students and employers;
- have been developed by programme staff;
- have strong formal and informal links between college staff and employers, for example, employers' forum;
- plan, deliver and assess students' achievement of common and/or transferable skills;
- have some centre-devised units for HNC/Ds;
- give advanced standing for additional specialist or generic qualifications;
- provide opportunities for students to interrelate material from different parts of their studies, for example, theoretical and practical studies and/or work-based learning;
- where key programme staff are using their own scholarship and expertise to inform the structure, content and delivery of individual modules and the programme as a whole;
- where currency is maintained and enhanced through staff development activities, such as work shadowing, and contact with external agencies and employers.

Assessment

40. The assessment process, together with the way it is secured by quality management, is an area with potential for further development of HE in FECs. This was also the picture that emerged from subject reviews in both HE institutions and FECs, carried out between 1993-2001. Areas for development that reviewers frequently identified are provided in Figure 6.

Areas of student assessment with scope for development

Figure 6

Problem identified	Likely result
No assessment strategy.	Unreliable assessment practice.
Assessment is not designed to test students' achievement of ILOs.	Difficult for the FEC to be sure students have achieved appropriate standard.
Uneven assessment loads for students.	Difficult for students to plan their work; overload for students and staff at certain times, typically at the end of a unit or module.
Unplanned changes in the assessment schedule.	Difficult for students to plan their work.
Insufficient rigour and consistency in the assessment of common skills.	Common skills may not be addressed effectively.
Lack of clarity in grading criteria.	Difficult for students to know what is expected of them and for staff to mark fairly.
Inconsistent or ineffective internal verification.	Assessments set may not be well matched to ILOs, may not be expressed clearly and unambiguously, marking criteria may be applied inconsistently.
Marking criteria not applied consistently.	Marking maybe inconsistent and/or inappropriate to the standard of the award; students may perceive assessment process as unfair.
Variable quality of feedback to students on assessed work.	Students may not receive sufficient guidance to help them to improve their work.
Unclear criteria for student progression from stage to stage and for successful completion of the award.	Students unclear about standard to achieve in order to progress, examiners may not have sound basis for making decisions about student progression.
Method for the award of final grades is unclear and lacks rigour.	Final grades may be more subjective than objective.

41. Good practice in assessment is based on a strategy that ensures a close link between ILOs, assessment methods used and assessments set. This promotes a shared understanding of the rationale supporting assessment and allows students to demonstrate achievement of the ILOs. In most subjects this is a strength. However, not all assessment is securely linked to the ILOs. This results in uneven assessment loads for students and lack of clarity in grading, as well as variable standards of formative feedback. When assessment is not securely linked to the ILOs, this results in either over or under-assessment and reviewers found examples of this in all subjects reviewed, and especially in computing. This difficulty was usually also associated with the lack of an assessment strategy or with ineffective internal verification processes. Internal verification, used in HNC/D programmes and in some degree programmes, is largely effective in identifying problems if internal verification occurs before assessments are set.

42. HE student groups in FECs are often small and this facilitates the timely return of marked and graded work. This is much appreciated by students, as is the comprehensive nature of written feedback where it occurs. Tutors almost always supplement written feedback with oral feedback.

43. The effective use of formative assessment is demonstrated across all subjects. It is particularly effective in many engineering and computing programmes. In these, the use of project modules promotes independent learning. Projects undertaken by HNC/D students are generally focused on work-based assignments.

44. Staff generally mark work with care, although a common lack of clarity in grading criteria inhibits consistency across all subjects. Moderation, such as double-marking, is largely effective in ensuring security of grading. The use of double and anonymous marking is commonplace, particularly in social policy and administration and social work and in computing, and helps to ensure fairness. However, the method for the award of final grades in some programmes is unclear and lacks rigour.

45. In computing, one college has adopted the good practice of assignment self-evaluation, allowing students to reflect on their achievements and to identify their own strengths and weaknesses.

46. The effectiveness of the assessment of common skills varies across the provision. The most effective practice was found in computing, where about 25 per cent of providers have successfully integrated the development and assessment of HNC/D students' common skills into their specialist studies.

47. Good practice in assessment invariably involves:

- a carefully planned and coherent strategy, with due reference to the *Code of practice, Section 6: Assessment of students; Section 4: External examining; and where appropriate, Section 9: Placement learning;*
- appropriate assessment instruments linked to ILOs;
- clarity of assessment and grading criteria;
- transparent, consistent, careful and fair marking and grading practice;
- appropriate moderation and rigorous internal verification procedures;
- consistent written feedback that helps students understand the grade awarded and promotes improvement in future work.

48. Good practice in securing robust application and award of final grades is achieved in HNC/D programmes by:

- establishing formal arrangements for determining final grades, and keeping a formal record of decisions;
- regulations specific to HE programmes that, when implemented at programme level, ensure that student achievement is effectively measured;

- staff development activities focusing on establishing and maintaining a high level of consistency in the grading of work;
- effective internal verification.

Student achievement

49. Most students achieve the ILOs and demonstrate this in their assessed work which matches the level of the award. Reviewers noted students' strong achievement in project work. Achievement levels in all programmes reflect the wide range of entrants' ability and prior experience. 'Value added' is a notable feature and is frequently endorsed by external verifiers and examiners. This is especially true of computing and law programmes where students have improved self-confidence and a strong commitment to continue their studies.

50. Students' achievement of the intended award varies between subjects and institutions. In social policy and administration and social work nearly 100 per cent of students who complete their programmes gain the award. Success and achievement levels for part-time sponsored engineering students are also high. The reviewers commend the students' high levels of achievement in about half the reviews of computing.

51. There are significant variations in the proportion of Pass, Merit and Distinction grades awarded in HNC/D programmes with similar intakes and ILOs. In some programmes, this is because of unclear grading criteria, and a lack of consistency in the method for the award of final grades. In general, students' achievement of common skills is a successful feature. Students progressing to degree studies and those on postgraduate courses would benefit from increased emphasis on higher order skills such as critical analysis.

52. Because a high proportion of students are already in employment, colleges do not always have a good set of first-destination statistics and verifiable information on career progression. However, informal feedback from students who have recently completed, confirms that part-time students generally benefit from their education and secure promotion at work.

53. Student achievement is generally commendable where colleges have:

- successfully linked curriculum development, teaching and learning strategies and the availability of the essential learning resources across to the achievement of the ILOs;
- enabled students to develop relevant skills that can lead directly to employment, particularly for vocational programmes;
- involved students of vocational programmes in work-related projects that utilise the resources of local employers and allow students to study real work topics;
- devised units or modules that attract students from a wide area, and are well supported by the staff;
- enhanced the career progression of part-time students through close links between colleges and some local employers and contribute to the employer's staff development;
- linked programmes with additional qualifications to increase students' employability.

Strengths and areas for development: quality of learning opportunities

Teaching and learning

54. Those colleges that have devised a teaching and learning strategy for HE that is clearly understood, provide a supportive framework for their staff and students. However, there is scope for the development of teaching and learning practice in some of the programmes reviewed.

55. Colleges vary in the effectiveness of their relationships with local employers and also in the impact such relationships have on student learning. Some relationships are close while, in others, there is scope for improved reflection on current practice and participation in order to enliven teaching. Work placements provide significant learning opportunities for most full-time students. Most HNC students are already in employment and can utilise their work experience in their learning. Where units in HNC/D programmes are shared, all students benefit from the work experience of those in employment. In computing and engineering programmes, there is often an emphasis on the development of practical skills. Occasionally, this outweighs the theoretical aspects of the subject, although there are also examples where the level of practical work needs to be increased to enable students to meet ILOs.

56. The quality of teaching materials is often good, with examples of effective use of ICT, such as self-assessment exercises available on college intranets. There are also examples where quality could be improved. For example, although student handbooks are generally available, they are not always explicit about teaching and learning methods.

57. There are many strengths in the students' experience of teaching and learning. There is a wide variety of methods including lectures, seminars, workshops, role-play, case studies and practicals. A few students take advantage of distance-learning opportunities and, generally, increasing use is made of interactive methods of learning based on ICT. Reviewers often cite small group teaching as a strength, providing increased opportunities for student-tutor interaction and individual attention. There is considerable evidence that most teachers are dedicated, approachable, enthusiastic and supportive and students value them accordingly.

58. The many examples of good practice of teaching and learning in HE programmes in FECs include:

- effective planning of the overall teaching programme;
- clear schemes of work shared by all members of the programme team;
- appropriate opportunities for students to relate theory to practice;
- use of stimulating case-studies;
- challenging and well-organised projects that provide opportunities for links between employment and work placements;
- always providing opportunities for students to demonstrate appropriate academic skills and providing supportive guidance;
- up-to-date material;
- staff scholarship.

59. A wide range of teaching and learning methods promotes the development of skills and subject knowledge. Examples include:

- clearly-stated teaching, learning and assessment strategies within each unit or module of a programme;
- methods of teaching well matched to the backgrounds and abilities of students to encourage learning and stimulate students' creativity;

- use of project work to provide opportunities for students to develop relevant vocational skills by drawing on and interrelating material from across a wide range of areas of their studies;
- active participation by students in the learning methods;
- comprehensive guidelines on writing technical projects and reports;
- a learning pack, often produced in conjunction with a partner HEI, to support the development of HE skills.

60. A wide variety of delivery methods provides examples of good practice. For instance, the reviewers note:

- the use of guest lecturers and in-company sabbaticals;
- effectively managed distance learning;
- group engagement drawing on students' work experience;
- the experience of part-time students used to enhance class discussion.

61. Further examples of good practice include:

- imaginative solutions to the problem of providing sufficient work placements, for example by offering experience within the college in the role of ICT support staff;
- the use of dual qualifications and industrial secondments which include opportunities for students to attend conferences in relevant subject areas;
- formal fostering of individual student reflection, sometimes achieved through the use of progress files to support student learning and encourage skills development;
- opportunities for students to articulate their views on learning through a learner progress review programme;
- use of workshop learning to encourage students to develop creativity, reflect on their learning, acquire new skills and enhance existing ones by effective use of actual and virtual simulations;
- development of students' analytical and evaluative skills by linking the kinds of learning opportunity offered, staff scholarship, and the quality of learning resources available.

Student progression

62. In the best practice, colleges have an explicit, documented and shared policy for student progression and support, including strategies for each stage of the students' progress from admissions to completion, employment or further study. Such approaches are most effective when they are designed to meet students' learning and support needs and monitor their progress.

63. Staff responsible for HE programmes in FECs provide excellent academic and personal support. The programmes are successful in attracting students from widely differing backgrounds, with diverse qualifications, a broad age profile and varied educational and work experience. Students would benefit from more detailed information and an explanation of the commitment of time involved in the programme(s) for which they have applied at the application stage.

64. Well-organised induction courses for full-time students are generally informative about programmes of study, learning resources and student support. Part-time students, particularly those who attend in the evening, generally receive less formal induction and, in a small minority of cases, less attention. Some colleges have developed the good practice of offering supplementary induction packages and/or mini-inductions for late entry and international students.

65. Where colleges have a policy to widen access, the support systems are highly appropriate for the entry profile. Many colleges make effective use of diagnostic tests to identify students' learning needs. These are often met through supplementary support, such as drop-in learning skills workshops and additional tuition and resources for students with dyslexia. Students are given

special support to assist them to participate fully in their programmes. Examples include good physical access to specialist and general learning resources, induction loops and specialist computer software for students with sensory impairment, and specially adapted equipment and support workers to assist students with physical disabilities.

66. Where used, student progress files and individual learning plans are effective means for monitoring progress. Most students receive appropriate support on work placements. This is particularly true when the colleges work closely with employers.

67. Many reviews show that student retention rates are satisfactory, however, just over 40 per cent of reports note difficulties with retention. On some full-time courses, for example in computing and law, up to one-third of students leave their studies prematurely, usually in the first year. Colleges are devising strategies to improve these rates. Students generally receive detailed advice about progression to further studies in HE. Careers guidance is readily available although some colleges need to ensure that both subject and careers guidance staff are sufficiently trained to advise HE students.

68. Examples of good practice to support widening participation include:

- well-organised admission systems;
- open days and evenings to recruit students from a wide variety of backgrounds;
- informative and accurate prospectuses and course pamphlets and specially-produced HE handbooks;
- clear strategies to promote the admission of under-represented, minority, and ethnic groups, including clear guidelines on equal opportunities and appropriate behaviour;
- involvement of existing students in the induction programme;
- diagnostic testing and pre-entry skills programmes;
- clear attention to the needs of part-time students, students with disabilities and students with other learning needs;
- availability of a variety of modes of study and progression paths;
- programme design that minimises the need for students to have completed prerequisite units;
- guidance on managing study alongside personal life and, where appropriate, work.

69. To reduce rates of withdrawal, some colleges have used one or more of the following actions successfully:

- providing learning support in curriculum areas with which students have particular difficulty, such as mathematics;
- encouraging students to develop individual learning plans and, where there is a need, to attend workshops that help them catch up;
- monitoring through personal development files, timetabled personal tutorials and end-of-term reviews;
- providing students with professional development certificates for individual modules;
- maintaining close liaison with employers where students are on work placements and informing employers of student progress to enable them to remind students of their obligations;
- informing students of arrangements for further study in the college or at a HEI;
- keeping careful records of student progress to help to identify individuals who need encouragement and support to continue and recording and analysing the reasons for any unavoidable withdrawals;
- placing progression and completion high on the agenda of subject staff and programme team meetings.

Learning resources

70. Many of the colleges provide a supportive and well-resourced infrastructure for their HE programmes. Some have recently reorganised and refurbished their accommodation to meet the growth in HE enrolments. In some cases, this has led to the creation of a dedicated HE facility within the college or within the learning resource centre (LRC). This is particularly the case in the colleges with high HE enrolments and is often valued by the students. Such dedicated facilities are not essential and they are unlikely to be viable in colleges with only modest numbers of HE students. The key to appropriate resourcing is a well-developed strategy that pays due attention to the learning resources needed to enable HE students to achieve the ILOs of their programmes.

71. Teaching accommodation is generally adequate with rooms appropriate for the size of the classes. New programmes can benefit from specialist accommodation specifically designed to meet their requirements. Some social work students would benefit from additional space for one-to-one tutorials.

72. In one-third of the colleges, engineering students have access to up-to-date equipment. Many of these colleges have been designated as COVEs for their FE-level programmes. However, there is a need to update equipment in over half of the engineering provision. Colleges with engineering programmes that have strong links with local industry have often benefited from donations of industry standard equipment and/or have access to it at the companies' sites. Computing students generally have access to up-to-date specialist facilities but some experience problems of shortages of relevant software.

73. Many colleges have a clear ICT strategy and possess modern and up-to-date LRCs. Where the ICT resource is effectively managed, colleges are successful in providing an enriched learning experience for students. In most cases, this is through the provision of resources which support both HE and FE students. A minority of colleges has strategy and resources sufficient to provide ICT dedicated to HE students. Study facilities are generally good with some effective use of virtual-learning environments.

74. Communication about, and the use of, appropriate on-line materials to support the delivery of HE courses are important components of effective strategies to support learning and teaching. On-line virtual-learning environments are an increasingly popular method of promoting flexible and independent learning. In one college, students confirm the effectiveness of the use of a virtual-learning environment that provided staff and students with extensive training in its use. In another example, the provision of a member of staff who champions ICT developments has proved to be a valuable initiative. The regular and effective use of email as part of a general communications strategy is also helpful.

75. In general, students are able to gain access to the learning resources they need including relevant and current book and journal stocks. However, across all subjects, reviewers found that 32 per cent of LRCs need to update and review their library stock in order to provide appropriate support for the HE courses offered. LRCs frequently find difficulty in providing appropriate journals. Colleges can provide better access to learning resources if there is more effective deployment of resources, opening of LRCs during the lunchtime period and out of term-time, a review of opening times for evening and part-time students, and limited access to, or management of, recommended texts. Membership of a large consortium of FECs and HEIs is generally beneficial, enabling students to access several LRCs and make use of shared electronic resources.

76. Some LRCs provide discrete induction programmes for new students. Subject-specific support is of particular value, where an individual member of the LRC staff liaises with staff and students in that subject and may belong to the programme committee.

77. There are also examples of clear strategies for the recruitment of appropriately experienced and qualified staff, and of staff appraisal and support programmes. Most teaching staff are well qualified in their subject area, possess a mixture of academic and, where appropriate, professional qualifications and have employment experience that matches curricula requirements. However,

there are some instances where staff need to update their skills and develop them further. A high percentage of staff have teaching qualifications and undertake professional development activities.

78. There has been a high staff turnover due to competition from the computing industry and this results in heavy reliance on part-time and/or agency staff. As part-time staff are often unable to benefit from the same staff development and support opportunities that are enjoyed by their full-time colleagues, this can cause particular problems for computing. Reviewers found examples in all subjects of full-time staff with heavy and demanding teaching loads that impact unfavourably on aspects of their HE work. In these cases, typically there is less opportunity for scholarship, research and staff development.

79. Technical staffing is particularly important for the successful support of computing and engineering programmes. In most colleges, there is sufficient support to maintain and operate equipment safely and effectively. Technical staff are appropriately qualified, but often have only limited opportunities for staff development. Departmental administrative assistance provides good support for the majority of course teams and students.

80. Staff development opportunities that enable staff to bridge FE and HE, and help develop a HE learning culture, are of substantial importance and there are some good examples of good practice. These include:

- the identification of staffing and staff development needed at an early stage of programme development and approval;
- the use of the HEFCE Learning and Teaching Fund to support development of HE teaching staff;
- the provision of opportunities for development of subject knowledge and skills;
- an entitlement to 10 days or more each year for staff development;
- a broad definition of staff development so that it can include work attachments for updating employment experience and subject-specific conference attendance;
- full use of links with HEIs through the provision of opportunities to study for higher degrees, staff research seminars, use of the HEI learning resources, teaching exchanges and access to the HEI staff development programme;
- opportunities for staff to develop the skills of reflective practice;
- staff development which assists staff to focus on the learning needs of students;
- access to appropriate staff development for part-time lecturers and technical and administrative staff.

81. There is also increasing good practice in the provision of physical learning resources. Including:

- the identification of learning resources needed in the early stages of programme planning and approval;
- a welcoming and inclusive learning environment;
- a clear identification of HE needs in learning resource budgeting, provision and availability;
- the provision of discrete HE social accommodation; common room remains open when LRC is closed;
- the production of annual business plans by programme and subject staff;
- links between learning resource availability, ILOs and contents of programme and units/modules;
- a clear college strategy for use of ICT in teaching, learning and assessment and for currency of equipment;
- the provision of LRC induction programme tailored to the needs of new HE students;

- capital investment from New Technology Initiative;
- partnership with local firms to provide students with access to modern electronic equipment;
- significant donations of equipment, materials and software by local firms;
- virtual-learning environments with extensive training in their use for staff and students.

Maintenance and enhancement of quality and standards

82. Two-thirds of the colleges reviewed have well-managed, robust and effective quality assurance systems in place that are working well in the subjects reviewed. In nine colleges, HE quality processes have recently been developed from longstanding FE practice. In some cases, this positive development is taking time to embed. In addition, when colleges operate well-organised management information systems, progression rates are monitored more effectively. In 18 per cent of their reports, the reviewers identify the need for further development of the application of quality assurance processes at the programme level. There is scope for more systematic and evaluative annual review of programmes, more effective monitoring and recording of action planned and taken. Reviewers also found instances where agreed college procedures have not been applied in the subject reviewed, or where the processes of quality assurance are unclear and where the quality of the programmes have not been consistently managed.

83. The key to these problems is often over-reliance on informality, leading to a shortage of appropriate documentation recording changes in provision, problems of accessing information and little involvement of employers. In the best practice, colleges systematically collect, analyse and provide quantitative data about student recruitment and progression. Overall, colleges would benefit from closer attention to the *Code of practice, Section 7: Programme approval, monitoring and review*.

84. Reviewers identify the effectiveness of internal and external examining and verifying as a strength in 10 per cent of reports and in need of considerable improvement in 10 per cent. In the best practice the working relationship with externals is close and productive and their reports include an evaluative commentary. At its best, internal verification of HNC/D assessment is consistently monitored or evaluated and this ensures its value in maintaining and/or enhancing standards. FECs often have productive relationships with partner HEIs which contribute significantly to assuring the quality of programmes and, where appropriate, to maintaining the standard of their awards.

85. Students and employers are fully involved in the maintenance and enhancement of quality in 16 per cent of colleges. These have effective mechanisms for student representation, for acquiring and considering students' and employers' views and responding to them. This good practice could, with benefit, be adopted by colleges which need a more formalised approach to gaining employer and student comment on their programmes, to receiving student contributions to course team meetings, to student representation and to addressing student concerns.

86. A high level of staff commitment to quality processes can be linked to strong and effective strategies for staff development in the colleges. This was noted in 12 per cent of colleges where there were strategies for enhancement derived from systematic attention to annual staff teaching observation.

87. Reviewers found quality maintenance and enhancement systems strong and effective, typically, where all staff demonstrated a clear commitment to quality processes. In these cases, a number of features of good practice were identified including:

- a well-integrated and transparent process, supported by excellent documentation ;
- a process which focuses on HE to ensure that the education provided is of the appropriate standard and quality;
- a designated HE coordinator or HE quality manager who monitors and facilitates processes across all of a college's HE provision;

- effective liaison between college senior management and the subject team;
- annual course reporting that is central to the quality assurance process;
- up to five half-day review meetings each year, in addition to annual review;
- evidence that issues raised in annual self-assessment track through the system to significant action and are then reported back;
- staff commitment to the evaluation of outcomes and a proactive approach to quality mechanisms which encourage staff to respond rapidly and appropriately to quality issues;
- action plan monitoring by an HE staff group;
- the use of focus groups, together with employer involvement, and good links with validating bodies in the strategic development of the curriculum;
- systems that are kept under continuous review and based around the rigorous analysis of data;
- clear and robust responses to external assessors and examiners;
- full and proper consideration of student evaluation and feedback;
- a serious commitment to the internal verifier role is to secure the integrity of HNC/D assessment;
- the constructive and thorough exercise of the external verifier and external examiner roles to assist in programme development;
- full and proper consideration of student evaluation and feedback, including making good use of student evaluation questionnaires at subject level to impact on the development of the curriculum and on the student experience in general;
- the provision of a meticulous response to issues raised by students.

Conclusions

88. There is much to celebrate in the achievements of FECs as they continue to develop their HE provision. The reviewers noted many strengths including:

- aims that are matched with ILOs and considered in relation to the appropriate FHEQ level, *Subject benchmark statement*, local employers and professional association requirements (paragraphs 24, 26, 27, 28, 32);
- curricula designed to meet the requirements of external bodies, offering specialisms related to local employment needs and explicitly related to the ILOs (paragraphs 33, 35, 36, 39);
- coherent assessment strategies which closely link ILOs and assessment methods (paragraphs 41, 47);
- the timely return of marked assessments with detailed written feedback (paragraphs 42, 47);
- students' high levels of success and achievement in social policy and administration and social work, and for part-time sponsored Engineering students (paragraph 50);
- a teaching and learning strategy for HE provision which is shared by all staff and provides a wide range of teaching and learning methods with well-qualified, dedicated and supportive teachers (paragraphs 54, 57, 58, 59, 60, 61);
- excellent pastoral and academic support, including facilities for supplementary support for widening access (paragraphs 63, 64, 65, 68);
- colleges with clear ICT strategies and modern LRCs that provide access appropriate to the student profile (paragraphs 73, 75, 81);
- well-managed quality assurance processes at college and programme level that make effective use of qualitative and quantitative data (paragraph 82, 87).

89. The reviewers identified many areas of good practice that are worthy of wider dissemination. These include:

- student handbooks which show the links between ILOs, curriculum and assessment (paragraph 27);
- an integrated approach to curriculum planning, teaching, learning and assessment which enhances student achievement (paragraphs 35, 53);
- curricula that are particularly effective when staff contribute their specific expertise and scholarship through the design and organisation of the curriculum and centre-devised units (paragraph 39);
- a coherent assessment strategy which takes account of the *Code of practice, Section 6: Assessment of students; Section 4: External examining; and Section 9: Placement learning* (if appropriate) and maps study skills onto units/modules (paragraphs 41, 47);
- the use of work-based learning to promote the integration of theory and practice (paragraph 53, 55);
- effectively planned and clearly communicated teaching programmes that contain a wide variety of well-considered methods of teaching and learning and examples of innovative practice (paragraphs 57, 58, 59);
- the use of guest speakers from relevant employment (paragraph 60);
- an explicit, documented and shared strategy for student support that matches the student profile and monitors progress (paragraphs 62, 68);
- the development of units/modules to address specific topics such as study skills to assist those returning to education and to prepare them for progression in HE studies (paragraph 65);
- appropriate and well-planned learning resources strategies that enable students to benefit from shared facilities and enhance the college's own provision (paragraphs 70, 81);

- effective staff development strategies that assist staff to meet the particular requirements of HE and enhance subject-specific scholarly activities (paragraph 80);
- rigorous procedures for internal verification and external verification/external examining and the action planning for any issues raised (paragraph 84);
- serious commitment to a clearly articulated and shared quality assurance system which is well documented and demonstrates effective communication between college managers and the subject staff (paragraph 87);
- a meticulous response to issues raised by students (paragraph 87).

Recommendations for further development

90. The reviewers noted a number of areas for further development that could be addressed by sharing good practice. These include:

- closer consideration of the FHEQ and the relevant sections of the *Code of practice* during development and monitoring of programmes (paragraphs 33, 39);
- increased emphasis on the higher order skills of analysis and criticism (paragraphs 33, 39);
- opportunities for students to have a genuine choice of units/modules to study (paragraph 34);
- paying close attention to all aspects of the assessment process (paragraphs 40, 41, 44, 46, 47, 48);
- consistency in the quality of materials given to students (paragraph 56);
- the need to update engineering equipment in more than half the colleges reviewed (paragraph 72);
- policies to promote staff development in the subject (paragraph 77);
- careful application at the subject level of the elements in the quality assurance processes (paragraph 82).
- promoting and formalising links with employers (paragraphs 83, 85);

91. Ways of disseminating further the good practice which now exists include the use of already established consortia, such as HEFCE-funded consortia; regional networks; conferences and links, especially those which already exist, with HEIs. In addition, colleges and other interested organisations need to actively promote opportunities for the dissemination of good practice.

92. Overall, there is much good practice of HE in FECs from which all current and potential providers can benefit. College staff build on existing links with employers to support their HE provision, promoting relevance to employment and currency of the curriculum. Students generally have a high quality experience, with dedicated and enthusiastic staff, and appropriate learning resources. FECs make an important and growing contribution to achieving the Government's targets for increasing student participation in HE.

Annex 1

Agency academic reviews in further education colleges between January 2002 and July 2003

Institution	Subjects reviewed between January 2002 and July 2003
Abingdon and Witney College	Computing, Engineering
Accrington and Rossendale College	Engineering, English, Sociology and Anthropology
Barking College	Computing, Engineering
Barnsley College	Computing, Engineering, English, Geography, History, Politics, Social Policy and Administration and Social Work, Sociology and Anthropology
Basingstoke College of Technology	Computing, Engineering
Bedford College	Computing, Engineering
Blackburn College	Computing, Engineering, English, Law, Social Policy and Administration and Social Work
Blackpool and The Fylde College	Computing, Earth, Environmental Sciences and Environmental Studies, Engineering, English, Sociology
Bolton College	Computing, Engineering
Bradford College	Accountancy, Computing, Engineering, Law, Social Policy and Administration and Social Work
Bridgwater College	Computing
Brooklands College	Engineering
Carlisle College	Computing, Engineering, Social Policy and Administration and Social Work
Chesterfield College	Engineering
Chichester College of Arts, Science and Technology	Computing, Engineering
City College Coventry	Computing, Engineering
City College, Birmingham	Computing, Engineering
City of Bath College	Computing, Engineering
City of Bristol College	Engineering
City of Sunderland College	Computing, Engineering
Cornwall College	Engineering
Crawley College	Computing, Engineering

Institution	Subjects reviewed between January 2002 and July 2003
Croydon College	Computing, Engineering, Law
Doncaster College	Computing, Engineering, English, Social Policy and Administration and Social Work, Sociology and Anthropology
Dudley College of Technology	Computing, Engineering
Fareham College	Computing, Engineering
Farnborough College of Technology	Computing, Earth, Environmental Sciences and Environmental Studies, Engineering
Filton College	Engineering
Gateshead College	Computing, Engineering
Gloucestershire College of Arts and Technology	Computing, Engineering
Grimsby College	Computing, Engineering, English, History, Social Policy and Administration and Social Work
Halton College	Engineering
Havering College of Further and Higher Education	Computing, Engineering, Social Policy and Administration and Social Work
Henley College Coventry	Computing, Engineering
Herefordshire College of Technology	Computing, Engineering
Hertford Regional College	Computing, Engineering
Highbury College, Portsmouth	Computing, Engineering
Hopwood Hall College	Engineering
Hull College	Computing, Engineering
Kingston College	Computing, Engineering
Lakes College, West Cumbria	Computing, Engineering
Leeds College of Technology	Computing, Engineering
Leicester College	Engineering
Lewisham College	Computing
Lincoln College	Computing, Engineering
Liverpool Community College	Computing, Social Policy and Administration and Social Work
Loughborough College	Computing, Engineering
Manchester College of Arts and Technology	Computing, Engineering

Institution	Subjects reviewed between January 2002 and July 2003
Mid-Cheshire College of Further Education	Computing, Engineering
New College, Durham	Computing, Engineering
New College, Nottingham	Computing
Newcastle College	Computing, Engineering
Newham College of Further Education	Computing, Engineering
North East Worcestershire College	Computing, Engineering, Social Policy and Administration and Social Work
North Hertfordshire College	Computing
North Lindsey College	Engineering
North Trafford College of Further Education	Computing, Engineering
North Tyneside College	Engineering, Social Policy and Administration and Social Work
North West Kent College of Technology	Engineering
Northbrook College, Sussex	Computing
Northumberland College	Social Policy and Administration and Social Work
Oaklands College	Engineering
Oldham College	Computing
Oxford College of Further Education	Engineering
Park Lane College	Computing
Peterborough Regional College	Computing, Engineering, English, History, Law, Sociology and Anthropology
Reading College and School of Arts and Design	Computing, Engineering
Rotherham College of Arts and Technology	Engineering
Ruskin College	Social Policy and Administration and Social Work, Sociology and Anthropology
Sandwell College	Computing, Engineering
Skelmersdale College	Computing
Somerset College of Arts and Technology	Social Policy and Administration and Social Work
South Cheshire College	Computing, Engineering
South East Derbyshire College	Engineering
South Thames College	Computing

Institution	Subjects reviewed between January 2002 and July 2003
South Tyneside College	Social Policy and Administration and Social Work
Southampton City College	Computing, Engineering
St Helens College	Computing, Engineering, Social Policy and Administration and Social Work
Stamford College	Computing
Stephenson College	Computing, Engineering
Stockport College of Further and Higher Education	Computing, Engineering
Stourbridge College	Engineering
Stroud College of Further Education	Computing, Engineering
Suffolk College	Computing, English, Engineering, History, Social Policy and Administration and Social Work
SURF consortium (University of Staffordshire, Burton College, Cannock Chase College, Leek College, Newcastle under Lyme College, Shrewsbury College, Stafford College, Stoke on Trent College, Tamworth and Lichfield).	Computing, Engineering
Swindon College	Computing
Tameside College	Computing, Engineering
The Calderdale Colleges Corporation	Computing
The College of North West London	Computing, Engineering
The People's College, Nottingham	Computing, Engineering
The Sheffield College	Computing, Engineering, Social Policy and Administration and Social Work
The Solihull College	Computing, Engineering
Uxbridge College	Computing, Engineering
Wakefield College	Computing, Engineering
Walsall College of Arts and Technology	Computing, Engineering
Warwickshire College, Royal Leamington Spa and Moreton Morrell	Computing, Engineering, Social Policy and Administration and Social Work
West Cheshire College	Computing, Engineering
West Herts College	Computing, Social Policy and Administration and Social Work

Institution	Subjects reviewed between January 2002 and July 2003
West Nottinghamshire College	Computing, Engineering
West Thames College	Computing
Westminster Kingsway College	Computing
Wigan and Leigh College	Computing, Engineering, Social Policy and Administration and Social Work
Wiltshire College	Social Policy and Administration and Social Work
Wirral Metropolitan College	Computing, Engineering
Worcester College of Technology	Computing, Engineering, Social Policy and Administration and Social Work
Yeovil College	Computing, Engineering
York College of Further and Higher Education	Computing, Engineering

Annex 2

Titles of programmes reviewed between January 2002 and July 2003

Engineering	
HNC/D Aeronautical/Aerospace Engineering	HNC/D Industrial Measurement and Control
HNC/D Automotive Engineering	HNC/D Industrial Systems Engineering
HNC/D Building Studies	HNC/D Information Technology Applications
HNC/D Civil Engineering	HNC/D Integrated Engineering Systems
HNC/D Engineering (Building Services)	HNC/D Materials Technology
HNC/D Engineering (Ceramics Manufacturing)	HNC/D Manufacturing Management
HNC/D Engineering (Electrical/Electronic and Control)	HNC/D Metals Technology
HNC/D Engineering (Electrical Power)	HNC/D Polymer Technology
HNC/D Engineering (Industrial Measurement and Control)	HNC/D Quality Management Systems
HNC/D Engineering (Instrumentation and Control)	HNC/D Surveying Studies
HNC/D Engineering (Manufacturing, Mechatronics)	HNC/D Housing Studies
HNC/D Engineering (Mechanical)	HNC/D Motor Vehicle Management and Technology
HNC/D Engineering (Plant and Process)	HNC/D Maintenance Engineering
HNC/D Engineering (Production)	HNC/D Fabrication and Welding
HNC/D Engineering (Telecommunications)	BSc (Hons) Combined Studies (Integrated Technologies)
HNC/D General Engineering	BEng (Ord) Quarry and Road Surface Engineering
	BSc (Hons) Integrated Technology
Computing	
HNC/D Computing (Business Information Technology pathway)	(Software Engineering pathway)
HNC/D Computing (Computing pathway)	HNC/D Enterprise Computing
HNC/D Computing (Internet Technology)	HNC/D Multimedia
HNC/D Computing (Microelectronics)	HNC/D/DipHE Information Technology and Business
HNC/D Computing	BSc (Hons) Computing

Social policy and administration and social work	
DipHE Care Management	BA (Hons) Community Work
DipHE Social Change	BA (Hons) Counselling and Psychology in Community Settings
DipHE/DipSW Social Work	BA (Hons) Creative Therapy Studies
DipHE/BA (Hons) Youth and Community Development	BA (Hons) Criminological Studies
HNC/D Care Practice	BA (Hons) Culture and Communication
HNC/D Counselling	BA (Hons) Social and Community Care
HNC/D Early Childhood Studies	BA (Hons) Socio-Legal Studies
HND Health and Social Care	BA (Hons) Social Welfare and Law
HNC Managing Health and Care Services	BA (Hons) Screenwriting Studies
BA (Hons) Applied Social Sciences	MA Counselling in the Community
BA (Hons) Combined Studies	MA Managing Change in Community
BA (Hons) Community Studies	MA Youth and Community Development
Other subjects	
Diploma in Law	BA (Hons) English and History
DipHE Combined Studies	BA (Hons) European Studies
DipHE Humanities	BA (Hons) History (Joint Minor)
HND Coastal Conservation and Marine Biology	BA (Hons) Humanities
HNC/D Criminology	BA (Hons) Law and European Business
HNC/D Law	BA (Hons) Literary Studies (Joint/Minor)
HNC/D Legal Studies	BA (Hons) Marketing and Law
HND Social Science	BA (Hons) Social Sciences and English
BA (Hons) Accounting and Law	BA (Hons) Social Sciences and History
BA (Hons) Combined Studies (Humanities)	BA (Hons) Urban and Environmental Studies
BA (Hons/Ord) Criminology	BSc (Hons) Environmental Protection
BA (Hons) Cultural Studies	LLB (Hons)
BA (Hons) Economics and Legal Studies	MSc Environmental Management
BA (Hons) English Literature and Language	MSc Integrated Environmental Management
BA (Hons) English Language, Literature and Writing	

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