



QAA

Integrated quality and enhancement review

Summative review

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Hopwood Hall College

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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 Hopwood Hall College carried out in October 2009

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/or 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 Enhanced Wider Review, which reviewed college-wide policies and procedures for higher education and produced an action plan resulting in a number of new policy initiatives
- the new policy on scholarly activity for higher education staff
- the contributions of employers to the delivery of units and in the assessment process in the workplace, which is well embedded on the Foundation Degree Early Years Childhood Studies
- the well-promoted and effective Learner Engagement Strategy, which is encouraging students to take ownership of their College experience.

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 the internal processes and procedures for the quality assurance of higher education in the College are more clearly articulated
- develop a clear, robust, and consistent approach to the handling of all higher education external examiners' reports, as part of an annual higher education self-assessment process
- seek to ensure consistency of availability of the information contained in programme specifications.

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

- clarify the management roles, reporting arrangements and committee structures, to ensure consistency within the College's higher education provision
- identify a clear link and set of working relationships between the Higher Education Strategy Group and the Higher Education Forum

Integrated quality and enhancement review

- consider how it might highlight matters specific to higher education when it reviews and updates its teaching and learning strategy
- monitor employer engagement initiatives, in order to strengthen and embed the newly emerging developments
- consider how a specific higher education skills focus might be built into the lesson observation procedure.

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 Hopwood Hall 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 that the College delivers on behalf of Edexcel, the University of Bolton and University of Salford, and The Manchester Metropolitan University. The review was carried out by Ms Maggie Carroll, Mr Mark Cooper, Mr Simon Ives (reviewers) and Mr Martin Hill (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. A summary of findings from this Developmental engagement 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 awards, Section D of this report summarises details of the Foundation Degree programmes delivered at the College.

4 Established in 1990, Hopwood Hall College is a general further education college, set on two sites situated five miles apart. The Rochdale Campus is located in the centre of Rochdale, 10 miles to the north-east of Manchester, and the Middleton Campus is located in the green belt eight miles north of Manchester. The College has developed its higher education portfolio over the past 17 years, initially with teacher education provision. The College is currently repositioning itself as a Vocational College and will run GCE AS and GCE A-Level programmes for the last time in 2009-10. Its provision at Level 4 and above will comprise vocationally focused progression pathways. It is the College's stated intention to convert its Higher National Certificate (HNC) and Diploma (HND) programmes to Foundation Degrees (FDs) wherever feasible.

5 In 2008-09, the College had 8,462 enrolments. Of these, 5,009 were post-19-year olds, of whom 41 per cent were female and 26 per cent were from minority ethnic groups. There are currently 93 full-time students and 152 part-time students, representing a full-time equivalent of 167.5 students, enrolled on higher education programmes. They are taught by 37 staff, of whom 27 are full-time permanent appointments, four are fractional posts and six are part-time.

6 The following HEFCE-funded programmes, listed by awarding body, are offered by the College. Enrolments and, for part-time programmes, full-time equivalents are shown in brackets.

Edexcel

- HNC Business (part-time) (21 or 10.5 full-time equivalents)
- HND Business (12)
- HNC Computing (part-time) (9 or 4.5 full-time equivalents)
- HND Computing (15)
- HNC Electrical and Electronic Engineering (part-time) (36 or 18 full-time equivalents)
- HND Electrical and Electronic Engineering (16)
- HNC Manufacturing Production (part-time) (18 or 9 full-time equivalents)

The Manchester Metropolitan University

- BSc Psychology (part-time) (3)
- FD Business and Management (6)

University of Salford

- FD Sports Development (17)

University of Bolton

- FD Early Years Childhood Studies (24)
- FD Early Years Childhood Studies (part-time) (65 or 32.5 full-time equivalents).

Partnership agreements with the awarding bodies

7 College responsibilities for the delivery and management of its higher education provision are clearly set out in its partnership agreements. The Memorandum of Agreement with the University of Bolton stipulates the validation and academic management issues for the FD Early Years Childhood Studies. The College's agreement with the University of Salford identifies the responsibilities of the parties for academic standards. The agreement with the University of Salford is supplemented with the relevant sections of the University's Academic Quality Assurance Handbook. The agreement with The Manchester Metropolitan University contains schedules covering the oversight and maintenance of academic standards, programme management, administrative arrangements, and assessment and examination procedures. In July 2009, the College signed an Associate College Agreement with The Manchester Metropolitan University, to facilitate the introduction of the FD Business and Management and further Foundation Degrees. For its Higher National awards, the College follows the standard Edexcel agreement.

Recent developments in higher education at the College

8 There have been changes to the College's higher education provision for 2009-10. The HND Fine Art and HND Textiles programmes have been withdrawn as a result of a low number of applications in 2008-09. The College's academic strategy places emphasis on the development of Foundation Degrees. The FD Early Years Childhood Studies is a firmly established programme and has a strong reputation with students and local employers. It has experienced significant growth over the past three years, particularly on the part-time

route. The FD Sports Development is also highly regarded locally and recruits strongly. For 2009-10, the HND Business programme has been replaced with the FD Business and Management. Numbers on the HNC/D Engineering programmes continue to exceed targets. The College has been delivering the first five terms of a BSc Psychology degree, but is no longer recruiting as The Manchester Metropolitan University is withdrawing all franchised arrangements for this programme. The College has now become an Associate College of The Manchester Metropolitan University and will, as a result, be able to offer further Foundation Degrees.

Students' contribution to the review, including the written submission

9 Students from the higher education provision at the College were invited to present a written submission to the team and took advantage of this opportunity. The College provided support and guidance from two non-academic members of staff. The written submission was approved by the students before submission to QAA, together with the College self-evaluation. The team found the student written submission to be a helpful statement that enabled further issues to be raised with the students and staff. The team was able to discuss the issues raised, and other matters with students, at informative and helpful meetings during the visit to the College.

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 Senior management responsibility for the College's higher education provision lies with the Vice Principal for Curriculum and Quality. Operational management of the higher education programmes is undertaken by the four assistant directors of learning, supported by curriculum managers, and a higher education coordinator. A recently formed higher education coordination group has begun a review of the College's higher education provision. The intention of this informal group is to revise and clarify the higher education management and reporting structures, and the self-assessment processes.

11 The College's self-evaluation states that reports on higher education are received by the Standards Committee of the Academic Board. The College confirmed that the Academic Board no longer functions and that the senior committee overseeing higher education provision is the Standards Committee of the Corporate Governing Body. However, the minutes of this body indicate that little specific consideration is given to higher education matters.

12 The College has recently revised its committee structures concerned with the maintenance of standards of its higher education provision. Responsibility for quality assurance and enhancement is now focused on the Higher Education Strategy Group, which is chaired by the Vice Principal for Curriculum and Quality. This group has a clear and appropriate remit relating to the management of academic standards. However, in some instances, this remit is not always followed, for example, with the validation of the internal self-assessment report, which is noted, only, by the group. Higher education provision is also reviewed by the College Senior Management Team, which receives the

minutes of the Higher Education Strategy Group. The College Senior Management Team undertakes to review the College's higher education strategy, along with validation and partnership activity, although the team was unable to see any explicit discussion emanating from this. The team found it difficult to trace the reporting structures and responsibilities of the various groups involved in the management of higher education. The team recommends that it is desirable that there should be further clarification of the management roles, reporting arrangements and committee structures, to ensure consistency within the College's higher education provision.

13 For Edexcel programmes, the Higher Education Strategy Group oversees the development of the College's procedures, also noting the implications of any changes to those for provision validated by the partner universities. These include policies on the late submission of student work, student attendance, and the content of programme and module handbooks. It also receives information on internal progression from Level 3 programmes, and employer engagement with higher education programmes. The group also identifies continuing professional development, staff development and research needs and opportunities and, most recently, the discussion and approval of proposals for activity under the new scholarly activity policy.

14 The Higher Education Strategy Group has recently had a significant role in developing the College's emerging higher education strategy, and has identified six strategic objectives. These include ensuring a high-quality learning and training provision, providing an innovative higher education provision, engaging more with employers and developing a thriving learning community. The strategy is under review as part of the College's recent structural changes, but is intended to provide a coherent focus for developments over the next three years. In the light of these recent changes, the team recommends that it is advisable that the internal processes and procedures for the quality assurance of higher education in the College are more clearly articulated. This would facilitate a coordinated approach to quality assurance of higher education provision and provide a more effective framework for assuring higher education standards.

15 The College has a clear understanding of the varied responsibilities for the management of academic standards for programmes validated by its university partners. Programme staff are fully engaged, through programme boards of study, with the quality assurance processes required by the universities. Regular team meetings within each curriculum area discuss issues related to programme management, monitor student progression and achievement and responses to external examiners' reports.

16 A higher education forum has been introduced recently for all staff teaching on higher education programmes within the College. Representatives from support staff teams are invited, as appropriate, for discussions on specific issues such as admissions or learning resources. The College is currently addressing ways of encouraging greater staff attendance at meetings of the Forum, to ensure engagement by a wider range of staff. The minutes of the Higher Education Strategy Group are shared with the Higher Education Forum, although the Forum is not mentioned in the remit of Higher Education Strategy Group. The team concludes that it is desirable for the College to identify a clear link and set of working relationships between the Higher Education Strategy Group and the Higher Education Forum.

What account is taken of the Academic Infrastructure?

17 The College has engaged well with the Academic Infrastructure and this is reflected in its academic policies. The Higher Education Strategy Group and the Higher Education Forum have been proactive in undertaking a mapping of the College's provision against the *Code of practice* and FHEQ. A review of provision has been undertaken with regard to the *Code of practice, Section 6: Assessment of students*, as part of the action resulting from the Developmental engagement. Further work has recently been undertaken in reviewing the application of *Code of practice, Section 3: Students with disabilities* and *Section 10: Admissions to higher education*.

18 All new programmes validated by university partners are subject to scrutiny through the relevant universities' processes, and programme development is informed by the use of appropriate external reference points, such as the *Foundation Degree qualification benchmark*. Programme specifications, programme documentation and College policies contain appropriate guidance drawn from the *Code of 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?

19 Programmes validated by partner universities are evaluated effectively at programme level and reported through the universities' annual monitoring processes. The curriculum self-assessment reports require a review of the previous year's action plan, as well as a quality improvement plan which addresses, explicitly, all areas identified for improvement. Each curriculum area is subject to an annual performance review by the College Senior Management Team, during which reports on progression and achievement data, progress against targets and quality improvement plans. There is, however, no systematic process for the annual monitoring of higher education provision; this currently happens in a fragmented way. Annual reviews of Edexcel programmes are subsumed within the broad remit of curriculum area programme self-assessment reports, where higher education issues are considered, but are not always focused sufficiently on individual programmes. There is a cross-college self-assessment process that focuses primarily on further education provision. However, the College self-assessment report provides only limited opportunity to identify good practice and areas for improvement of its higher education programmes.

20 The College operates an Enhanced Wider Review process, which reviews academic standards and the management of programmes across all curriculum areas over a two-year cycle. The process includes external subject specialists and is designed to ensure comparability of provision. An Enhanced Wider Review has recently been undertaken focusing on the College's higher education provision. This involved the external peer review of College-wide policies and procedures for higher education. It resulted in an action plan including in a number of new policy initiatives, such as the development of consistent programme handbooks and policies on the late submission of student work. The team regards this process as an example of good practice, in that it provides a focus for the strategic management of higher education and could usefully be adopted in an annual higher education self-assessment process.

21 The College has clear written policies on assessment and publishes guides to good practice in assessment, and in internal verification. These ensure that academic standards are maintained within the requirements of the awarding bodies. Clear responsibilities for assessment are set out in the partnership agreements with the awarding bodies. These include the process for the setting and moderation of assignments. There is evidence of

the effectiveness of these in the comments in external examiners reports. Curriculum areas hold assessment panels or examination boards for Edexcel programmes, which operate effectively.

22 External examiners for the higher education provision are appointed by Edexcel and the College's validating partner universities. Examiners confirm that the standards and quality of the provision are sound. External examiners reports are considered by the Principal and Vice Principal for Curriculum and Quality, and scrutinised by programme teams. However, there is inconsistent practice in the process of reviewing external examiners' reports, responding to their comments, and the development of action plans deriving from the reports. The team recommends that it is advisable for the College to develop a clear, robust, and consistent approach to the handling of all external examiners' reports in higher education, as part of an annual higher education self assessment process.

What are the College's arrangements for staff development to support the achievement of appropriate academic standard(s)?

23 The College has a structured approach to staff development, organised and supported by the Quality Team, including a Quality Improvement Manager and a Teaching and Learning Improvement Manager. These managers support the development of teaching and learning through targeted work with curriculum teams. The College's awarding body partners support staff development activities concerned with academic standards, including specific training on the writing of annual monitoring reports and participation in consortium programme team meetings. A range of eight organised internal and external training events has been offered for higher education staff during 2008-09.

24 The College has recently introduced a new policy on scholarly activity for higher education staff. This good practice allows staff to apply for up to two weeks remission of timetabled work, for personal work on teaching and learning developments, publications, specific research projects and subject updating. Staff are required to record and track their scholarly activity through the new continuing professional development link on the College intranet. Feedback on the progress of this work will be reported in the Higher Education Strategy Group, and it is proposed that emerging good practice will be shared. Currently, there is no systematic approach by the College to the planning and structuring of the scholarly activity undertaken, although the activity is being monitored. More opportunities exist to extend the scope of participation to all staff engaged in higher education, and to ensure the dissemination of the good practice emerging from these activities.

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 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?

25 The responsibilities for managing the quality of learning opportunities reflect those for managing academic standards, as detailed in paragraphs 10 to 12. The Higher Education Strategy Group oversees and monitors teaching and learning. Its remit includes reference to the development of employer engagement in teaching and learning, identifying and

providing research opportunities, and identifying staff development opportunities. One of the assistant directors for learning, as a member of the Higher Education Strategy Group, works with the Higher Education Coordinator in the management of learning opportunities. Responsibility is devolved to the curriculum managers who, as members of the Higher Education Strategy Group, liaise with programme leaders and subject tutors to promote and share good practice.

26 The College has a commitment to improving teaching and learning. Its current teaching and learning policy is due for revision at the same time as its Higher Education Strategy is finalised. The appointments of a Quality Improvement Manager and a Teaching and a Learning Improvement Manager, both of whom report to the Assistant Director for Quality, have added capacity to the quality team. The Teaching and Learning Improvement Manager now leads the teaching and learning coaches in their facilitation of staff development in teaching and learning. The team concludes that it is desirable that the College considers how it highlight matters specific to higher education when it reviews and updates its teaching and learning strategy.

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

27 The partnership agreements with the three partner universities define matters relating to the quality of learning. These focus on resource provision for the day-to-day running of the programmes, approval of the appointment of teaching staff to programmes, and opportunities for staff development and training with the partners. Effective liaison between the awarding bodies and the College, through the curriculum managers, facilitates quality assurance and provides clear guidance on the requirements for good quality provision. Link tutors, from the relevant curriculum area within the College, and from the universities, are the channels for this. Staff from the College sit on the universities' joint boards of study. At the University of Bolton, the College Curriculum Manager for the FD Early Years Childhood Studies is a member of the Consortium Steering Group, and is active in promoting the group's developments.

What account is taken of the Academic Infrastructure?

28 In addition to the appropriate application of the Academic Infrastructure to the management of academic standards, appropriate account is taken of the *Foundation Degree qualification benchmark* and the *Code of practice, Section 9: Work-based and placement learning*. The Developmental engagement reported good practice in respect of the contributions of employers in the delivery of units and in the embedding of assessment process in the workplace on the FD Early Years Childhood Studies This aspect has continued to develop and is fully embedded in the programme's delivery. This remains an area of good practice that will assist the other curriculum areas in implementing their plans.

29 In the Development engagement, the College was advised to consider how the curriculum teams in business, computing, engineering, psychology and sport might develop more prominent links with employers. The team noted sound progress, with time set aside for curriculum teams to share good practice and for making positive contacts with employers. Developments include work-focused placements for the students on the FD Sport Development, the establishment of an employers' forum in the business curriculum area in conjunction with The Manchester Metropolitan University and close links in the engineering curriculum area with local industry. It is recommended that the systematic monitoring of employer engagement initiatives by the Higher Education Strategy Group is sustained, in order to strengthen and embed the more recent and emerging developments.

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

30 A range of effective procedures supports the assurance of the quality of learning opportunities. A key aspect is the College lesson observation procedure, which aims to ensure the effectiveness of the learning, the quality of the students' experience and to highlight both best practice and development needs. The overall responsibility for this rests with the Assistant Director for Quality, who delegates responsibility for the observations to the curriculum managers. The observations are thorough, recorded, and may lead to dissemination of good practice or to the identification of additional teaching support needs. They do not, however, give observers an opportunity to focus on higher education specific pedagogy. The records of observations are monitored by the Quality Unit, the College Senior Management Team and during performance reviews, with the objective of planning further staff development provision.

31 Curriculum managers also review the outcomes of lesson observation in appraisals. These result in action plans and targeted training needs. Where cross-college themes emerge, the teaching and learning coaches address these in their curriculum areas. The appointment of the Teaching and Learning Improvement Manager, whose role includes monitoring the work of the teaching and learning coaches, is a clear indicator of the College's commitment to high-quality teaching and learning. In reviewing its strategy for teaching and learning, it is desirable for the College to consider how a specific higher education skills focus might be built into the lesson observation procedure.

32 The College uses an interactive virtual learning environment. Some curriculum teams are making good use of the interactive nature of the system, and statistics show that students access the system on a regular basis. In order to develop its strategy for information learning technology, during 2008-09, the College commissioned an information technology consultant to identify the current position and to formulate recommendations. The College Senior Management Team is now seeking to prioritise the outcomes of this report. One of the areas of improving practice is the use of the virtual learning environment, which is becoming increasingly embedded in teaching and learning practice. The recent appointment of an Assistant Director for Technology and Innovation is an indicator of the drive to manage and improve the learning experience of students.

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

33 Students are well supported in their learning across the higher education programmes. Cross-college student support is managed by the Assistant Director for Students in conjunction with the Head of Learner Services. A full range of services is offered to students including pastoral support, counselling, financial advice and special learning needs. Learner participation officers, one of whom focuses on higher education students, encourage participation in College activities, including the Student Council. Students commented on how informal communication links between staff and students often ensures support and improvement. Students reported on the beneficial, positive relationships with staff in general, and noted that their tutors were accessible and available.

34 External examiners' reports, the National Student Survey and student feedback on their programmes are some of the mechanisms for capturing the effectiveness of student support. The College Learner Engagement Strategy details, comprehensively, the level of student engagement. Students are aware of the strategy and comment favourably on the opportunities provided by the College to collect their opinions. The evaluation from these sources, together with comments made by students, culminates in a published

'You Said, We Did' briefing by the College Principal. The team noted as good practice the well-promoted and effective Learner Engagement Strategy, which is encouraging students to take ownership of their College experience.

35 The Higher Education Strategy Group approved an implementation plan for 2009-10 to provide tutorial provision on higher education programmes. This initiative entitles full-time students to two hours academic guidance a week and part-time students to one hour a week. The entitlement is being monitored by the Higher Education Coordinator, in conjunction with one of the Assistant Directors for Learning. Students are clear about their entitlement and understand and welcome the scheme. Other avenues for support include weekend email tutorials and a specific skills link on the College intranet for students on the HNC/Ds Electrical and Electronic Engineering.

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

36 The Higher Education Strategy Group's remit includes the identification and provision of research and other staff development opportunities. There are emerging developments, such as the initiative to allocate dedicated hours for higher education staff to pursue scholarly activity. Staff are encouraged and supported to engage with awarding bodies in developing the quality of their teaching and learning. The University of Salford is active in meeting requests for training and inviting College staff to appropriate events, such as annual programme review training. The Manchester Metropolitan University is seeking to agree the College's learning and teaching development needs as part of its status as an Associate College. The University of Bolton has a series of lunchtime sessions, to which all partner institutions are invited. Other higher education development activities provided by the College include workshops on improving the higher education students' experience, teaching and learning in higher education, and assessment and feedback in higher education. The latter was arranged as part of the action plan following the Developmental engagement.

37 Other, more specific, staff development activities include two members of staff who have undertaken higher degrees with partner universities, several others currently enrolled on master's programmes, one collaborating on research and three undertaking PhDs. The initiative to encourage all staff teaching higher education programmes to gain higher qualifications is the result of the well-embedded staff appraisal process.

38 The College has a well-established generic induction processes for new staff, but limited additional support for those who teach on higher education programmes. Staff new to higher education teaching are supported informally by the Higher Education Coordinator, and a separate day programme is offered to introduce them to key aspects of their teaching role. These initiatives could be more sharply focused on staff development for teaching in higher education.

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?

39 The Assistant Director for Students represents the Learning Resources Centre on relevant College committees, and in particular on the Higher Education Strategy Group. The College has an experienced learning resources team dedicated and proactive in linking with the curriculum areas. There is, however, no direct representation of Learning Resources Centre staff on other related committees, although they may be invited to attend specific meetings. Resourcing for all areas of the curriculum is identified through an annual

planning exercise. This process uses information derived from the annual self-assessment reports, external examiners' reports and from the curriculum area teams. Additionally, Learning Resources Centre staff acting as the link with the higher education programmes, and the relevant universities, provide resource requests to feed into this process.

40 Resources are currently sufficient to support effective learning across the provision. There are, however, plans to increase the resource base, for example, in engineering, where new hardware and software is being bought. The Learning Resources Centre offers focused higher education learner support, including a higher education study-skills booklet, individual tutorials and responses to partner universities' requirements for reading lists.

41 Students have borrowing rights at the libraries of the partner universities and are inducted into their procedures by College and university staff. Students on the BSc Psychology reported some difficulty accessing the library at The Manchester Metropolitan University remotely, but staff are working to facilitate better access.

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?

42 The College, in conjunction with its partner universities, is responsible for producing publicity and promotional material for higher education programmes. The College is solely responsible for the publication of all materials for its Edexcel Higher National provision. The Marketing Department at the College is the conduit for the collection and subsequent publication of material for the College website, the higher education prospectus, and any other relevant pamphlets and leaflets. Information for publication is collected by the College Marketing Department from curriculum teams, who liaise directly with the partner universities to confirm the accuracy of information. The relevant curriculum manager approves and signs off any material before forwarding it to the Marketing Department, which then designs and produces information, including all relevant references and partner university logos.

43 Curriculum teams have responsibility for preparing and publishing student and module handbooks. The team reviewed a number of these and considers the generic content of student handbooks to be appropriate, but the programme-specific content is variable.

44 The virtual learning environment is used by some curriculum teams to provide programme information and documents that students can access and download. Some programmes, such as the BSc Psychology, do not use the virtual learning environment, but programme tutors provide handouts. Where it was used, students commented that the virtual learning environment provided easy access to information.

45 The section of the College website on higher education provision, branded as 'Higher Hopwood', provides students with comprehensive information, including programme details, fee information, term dates and alumni arrangements. The website includes a section on student feedback, which provides some student commendations about their higher education experience at the College. Prospective and current students can download electronic copies of any of the College prospectuses, and an application form.

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?

46 The College has a clearly written set of procedures for the production and publication of material for the public domain. This useful document provides comprehensive detail on which organisations and post holders have responsibility for producing information, and the relevant production schedules. The College, its partner universities, and curriculum staff, understand and adhere to these procedures.

47 In the student written submission, students highlighted their concerns regarding the quality of information published in programme handbooks, particularly those on the HNC/D Computing, HNC Manufacturing Production, and the HNC/D Electronic Engineering. However, these concerns were not repeated at meetings between the team and students during the review visit.

48 As part of a review by the College of the quality of student handbooks, the College has worked with other further education colleges in its various consortia run by the partner universities. In 2009, a template to standardise the content of handbooks including generic higher education, subject and programme-specific information was produced by one of the assistant directors for teaching and learning. Curriculum managers, and one of the assistant directors for teaching and learning, are responsible for checking and signing off each student handbook. The procedure is in its infancy and had only just been completed at the time of the review. Students on the FD Sports Development programme had not received their student handbook, although they were four weeks into the term. Students from this programme confirmed that, despite this, they had not been disadvantaged, as the curriculum team had provided the necessary information in classroom presentations.

49 Some programme specifications were seen by the team in advance of the visit, and some were available during the visit. For all programmes offered with the partner universities, programme specifications were included in the validation documents. In the FD Early Years Childhood Studies, the programme specifications are included in the student handbook. For the Higher National programmes, they are included on the virtual learning environment. The team concludes that programme specifications are not always readily available to all students, employers or other stakeholders and considers it is advisable that the College seeks to ensure consistency of availability of this information.

50 Data on higher education students' progression, completion and achievement rates is collected through a management information system. Data is sent to the Higher Education Strategy Group and to assistant directors responsible for analysing performance. Data is published through self-assessment reports and presented to the autumn meeting of the Higher Education Strategy Group although there are no stated outcomes for this process. At the time of the review, the data for 2007-08 was complete, and for 2008-09 was 85 per cent complete. The team felt that this provided a reliable basis for consideration of the data.

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

C Summary of findings from the Developmental engagement in assessment

51 The Developmental engagement visit took place in June 2008. 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: To what extent do programmes offer clear assessment tasks that demonstrate equality of opportunity through a range of assessment methods?

Line of enquiry 2: To what extent does the College provide programmes that offer high-quality and timely feedback to students on formative and summative assessment?

Line of enquiry 3: To what extent does the College offer programmes which demonstrate the contribution of employers to assessment practice that contributes to the students' effective learning?

52 The Developmental engagement team identified a range of good practice. This was evident in particularly effective methods of giving formative feedback to students that promoted learning and facilitated improvement. In addition, live briefs in the HND Fine Art, HND Textiles and FD New Media Design added to the breadth of assessment methods, and have since been promoted across the College through the College's Higher Education Strategy Group and Higher Education Forum. The team also commented on the strong employer links that exist in the FD Early Years Childhood Studies programme. During the Summative review, the team noted that employer links are being developed in business, computing, sport, and engineering programmes. The embedding of this work is noted in the increased use of live briefs and the allocation by the College of 30 development hours per programme for this activity.

53 The Developmental engagement also made a number of recommendations. It advised the College to monitor assessment feedback practice across the suite of higher education programmes, and improve the timeliness and quality of feedback in the HNC/D Computing programmes. An audit by the College's quality team and curriculum managers led to recommendations by the Higher Education Strategy Group for a staff development session on assessment, and feedback for all higher education lecturers. The success and effectiveness of this initiative was monitored by the Higher Education Strategy Group and confirmed by the team in the Summative review who sampled examples of assessment feedback. The team also noted the improved employer links and engagement in business, computing, sport, and engineering programmes due to the renewed focus in these areas.

D Foundation Degrees

54 The College currently offers three Foundation Degrees and intends, wherever feasible, to convert its HNC/D programmes to Foundation Degrees. The FD Early Years Childhood Studies has secured a strong reputation with students and employers, and the FD Sports Development is also highly regarded locally. The FD Business and Management commenced in September 2009 as a phased replacement for the HNC/D in Business. Plans are well advanced for a new Foundation Degree in computing to replace the HNC/D Computing in 2010-11. There are currently 47 full-time and 65 part-time students enrolled on Foundation Degree programmes. Through its status as an Associate College of The Manchester Metropolitan University, the College has the opportunity to offer a suite of business related Foundation Degrees to support future expansion. The College is continuing

to explore opportunities for the development of a Foundation Degree in engineering although local employers express a preference for Higher National awards.

55 The existing Foundation Degree provision is well regarded by students and employers. For the FD Early Years Childhood Studies, there are well-established employer links, with employers involved in the delivery of units and in the assessment process in the workplace. Employer involvement on the FD Sport Development has been slower to develop, although assessment procedures on this programme allow students to develop skills desired by employers through practical-based experience. The FD Business and Management is running for the first time in 2009-10 and is using the existing employer link arrangements built up by The Manchester Metropolitan University. An employers' forum for this Foundation Degree is planned to meet in the near future at the College. All the elements of good practice and recommendations listed below in Section E apply equally to the Foundation Degree provision.

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

- the Enhanced Wider Review, which reviewed College-wide policies and procedures for higher education and produced an action plan resulting in a number of new policy initiatives (paragraph 20)
- the new policy on scholarly activity for higher education staff (paragraph 24)
- the contributions of employers to the delivery of units and in the assessment process in the workplace, which is well embedded on the FD Early Years Childhood Studies (paragraph 28)
- the well-promoted and effective Learner Engagement Strategy, which is encouraging students to take ownership of their College experience (paragraph 34).

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

- ensure that the internal processes and procedures for the quality assurance of higher education in the College are more clearly articulated (paragraph 14)
- develop a clear, robust, and consistent approach to the handling of all higher education external examiners' reports, as part of an annual higher education self-assessment process (paragraph 22)
- seek to ensure consistency of availability of the information contained in programme specifications (paragraph 49).

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

- clarify the management roles, reporting arrangements and committee structures to ensure consistency within the College's higher education provision (paragraphs 10 to 12)
- identify a clear link and set of working relationships between the Higher Education Strategy Group and the Higher Education Forum (paragraph 16)
- consider how it might highlight matters specific to higher education when it reviews and updates its teaching and learning strategy (paragraphs 25, 26)

- monitor employer engagement initiatives, in order to strengthen and embed the newly emerging developments (paragraph 29)
- consider how a specific higher education skills focus might be built into the lesson observation procedure (paragraph 31).

E Conclusions and summary of judgements

59 The Summative review team has identified a number of features of good practice in Hopwood Hall 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, Edexcel, The Manchester Metropolitan University, the University of Bolton and the University of Salford.

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

- the Enhanced Wider Review, which reviewed College-wide policies and procedures for higher education and produced an action plan resulting in a number of new policy initiatives (paragraph 20)
- the new policy on scholarly activity for higher education staff (paragraph 24)
- the contributions of employers to the delivery of units and in the assessment process in the workplace, which is well embedded on the FD Early Years Childhood Studies (paragraph 28)
- the well-promoted and effective Learner Engagement Strategy, which is encouraging students to take ownership of their College experience (paragraph 34).

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

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

- ensure that the internal processes and procedures for the quality assurance of higher education in the College are more clearly articulated (paragraph 14)
- develop a clear, robust, and consistent approach to the handling of all higher education external examiners' reports, as part of an annual higher education self assessment process (paragraph 22)
- seek to ensure consistency of availability of the information contained in programme specifications (paragraph 49).

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

- clarify the management roles, reporting arrangements and committee structures to ensure consistency within the College's higher education provision (paragraphs 10 to 12)
- identify a clear link and set of working relationships between the Higher Education Strategy Group and the Higher Education Forum (paragraph 16)
- consider how it might highlight matters specific to higher education when it reviews

and updates its teaching and learning strategy (paragraphs 25, 26)

- monitor employer engagement initiatives, in order to strengthen and embed the newly emerging developments (paragraph 29)
- consider how a specific higher education skills focus might be built into the lesson observation procedure (paragraph 31).

62 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 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.

63 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 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.

64 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/or completeness of the information the College is responsible for publishing about itself and the programmes it delivers.

Hopwood Hall College action plan relating to the Summative review: October 2009						
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 good practice that are worthy of wider dissemination within the College:						
<ul style="list-style-type: none"> the Enhanced Wider Review which reviewed college-wide policies and procedures for higher education and produced an action plan resulting in a number of new policy initiatives (paragraph 20) 	<ul style="list-style-type: none"> Respond to the recommendations identified in the Enhanced Wider Review of Higher Education, 2009 Conduct audit of evidence files for HE curriculum areas Disseminate good practice via CSMT, HE Strategy 	<p>September 2009</p> <p>September 2009</p> <p>December 2009</p>	<p>AD Quality; VP Curriculum & Quality</p> <p>Quality Improvement Manager</p> <p>VP Curriculum & Quality; HE Co-ordinator</p>	<p>All recommendations met</p> <p>Evidence meets audit requirements</p> <p>High standard of documentation in place</p>	<p>HE Strategy Group</p>	<p>Self assessment reports</p> <p>Annual Review</p> <p>HE audits</p>

Hopwood Hall College action plan relating to the Summative review: October 2009						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	Group and HE Forum meetings as appropriate					
<ul style="list-style-type: none"> the new policy on scholarly activity for higher education staff (paragraph 24) 	<ul style="list-style-type: none"> Finalise allocation of HE Development hours Establish HE Induction for staff new to HE delivery Establish schedule of HE staff development workshops Ensure all HE CPD is logged on staff intranet 	<p>December 2009</p> <p>December 2009</p> <p>December 2009</p> <p>July 2010</p>	<p>HE Co-ordinator, AD-Learning (Rochdale)</p> <p>T&L Improvement Manager</p>	<p>All hours allocated and logged via HE Strategy Group</p> <p>All new staff have completed induction</p> <p>Workshop schedule completed</p> <p>All CPD logged on intranet</p>	<p>HE Strategy Group</p>	<p>Reports on progress twice a year to HE strategy group</p>

Hopwood Hall College action plan relating to the Summative review: October 2009							
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation	
<ul style="list-style-type: none"> the contributions of employers to the delivery of units and in the assessment process in the workplace which is well embedded on the Foundation Degree Early Years Childhood Studies (paragraph 28) 	<ul style="list-style-type: none"> Set up a Launch event for local Engineering employers (using model developed for Early years) Establish formal mentoring arrangements to share good practice in Early Years with Business and ICT 	<p>March 2010</p> <p>November 2009</p>	<p>CM Engineering</p> <p>HE Co-ordinator</p>	<p>Engineering Employer Forum established</p> <p>Improved employer liaison and Employer Fora in Business and ICT</p>	<p>HE Strategy Group</p>	<p>Self assessment reports</p> <p>Annual Review Employer feedback</p>	
<ul style="list-style-type: none"> the well-promoted and effective Learner Engagement Strategy which is encouraging students to take ownership of their College experience (paragraph 34). 	<ul style="list-style-type: none"> Publicise Learner Engagement opportunities via student VLE and tutorial sessions to maintain high contribution rates 	<p>Throughout year</p>	<p>AD Students; Curriculum Managers</p>	<p>High contribution rates maintained</p>	<p>HE Strategy Group</p>	<p>Student Feedback</p>	

Hopwood Hall College action plan relating to the Summative review: October 2009						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team agreed a number of areas where the College should be advised to take action:						
<ul style="list-style-type: none"> to ensure that the internal processes and procedures for the quality assurance of higher education in the College are more clearly articulated (paragraph 14) 	<ul style="list-style-type: none"> All curriculum areas to incorporate HE judgements in their self assessment reports Establish a separate HE SAR (Annual Review) process from 2009-10 Further develop HE audit programme with feedback via HE Strategy Group to 	<p>December 2010</p> <p>December 2010</p> <p>January 2010</p>	<p>AD Quality</p> <p>AD Quality</p> <p>Quality Improvement Manager; VP Curriculum & Quality</p>	<p>Specific focus on HE quality and outcomes in relevant curriculum SA reports</p> <p>HE SAR in place</p> <p>Audit programme completed and feedback requirements met</p>	<p>HE Strategy Group</p>	<p>Self Assessment Reports</p> <p>Annual Review</p>

Hopwood Hall College action plan relating to the Summative review: October 2009						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	share good practice and embed quality initiatives					
<ul style="list-style-type: none"> to develop a clear, robust, and consistent approach to the handling of all higher education external examiners' reports as part of an annual higher education self-assessment process (paragraph 22) 	<ul style="list-style-type: none"> Ensure all HEI External Examiner reports are submitted to the Quality Unit HE Strategy Group to review all External Examiner feedback External Examiner feedback to be incorporated into HE SAR (Annual Review) 	<p>From December 2009 onwards</p> <p>July 2010</p> <p>December 2010</p>	<p>AD Quality</p> <p>VP Curriculum & Quality</p> <p>AD Quality</p>	<p>Process and procedures established and operational</p> <p>Summary report considered by HE Strategy Group annually</p> <p>HE SAR in place; EE feedback incorporated</p>	<p>HE Strategy Group</p>	<p>Self Assessment Reports</p> <p>Annual Review</p>

Hopwood Hall College action plan relating to the Summative review: October 2009						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> to seek to ensure consistency of availability of the information contained in programme specifications (paragraph 49). 	<ul style="list-style-type: none"> All Course Handbooks to include the relevant Programme Specification Hyperlinks to Programme Specifications to be incorporated into the Online HE Prospectus Conduct audit of HE Programme Specification publication 	<p>December 2009</p> <p>January 2010</p> <p>March 2010</p>	<p>HECo-ordinator; Curriculum Managers</p> <p>Marketing Manager</p> <p>Quality Improvement Manager</p>	<p>Course Handbooks updated</p> <p>Hyperlinks in place</p> <p>Audit conducted and feedback considered by HE Strategy Group</p>	<p>HE Strategy Group</p>	<p>Audit outcomes</p>

Hopwood Hall College action plan relating to the Summative review: October 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team agreed the following areas where it would be desired to take action:						
<ul style="list-style-type: none"> to clarify the management roles, reporting arrangements and committee structures to ensure consistency within the College's higher education provision (paragraphs 10 to 12) 	<ul style="list-style-type: none"> HE Manager role to be established 	January 2010	VP Curriculum & Quality	New role approved by CSMT	HE Strategy Group	Annual Review
	<ul style="list-style-type: none"> HE Strategy Group and HE Forum to be refocused with revised Terms of Reference 	January 2010	VP Curriculum & Quality	New committee structure approved by CSMT and operational		
	<ul style="list-style-type: none"> Develop and circulate new structure diagrams to reflect refocused roles and responsibilities 	January 2010	HE Co-ordinator	Structure diagrams in place and available via staff intranet		

Hopwood Hall College action plan relating to the Summative review: October 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> to identify a clear link and set of working relationships between the Higher Education Strategy Group and the Higher Education Forum (paragraph 16) 	<ul style="list-style-type: none"> HE Manager role to be established HE Strategy Group and HE Forum to be refocused with revised Terms of Reference Develop and circulate new structure diagrams to reflect refocused roles and responsibilities 	<p>January 2010</p> <p>January 2010</p> <p>January 2010</p>	<p>VP Curriculum & Quality</p> <p>VP Curriculum & Quality</p> <p>HE Co-ordinator</p>	<p>New role approved by CSMT</p> <p>New committee structure approved by CSMT and operational</p> <p>Structure diagrams in place and available via staff intranet</p>	<p>HE Strategy Group</p> <p>HE Strategy Group</p>	<p>Annual Review</p> <p>Staff Development Evaluations</p>
<ul style="list-style-type: none"> to consider how it might highlight matters specific to higher education when it reviews and updates its teaching and learning strategy (paragraphs 25, 26) 	<ul style="list-style-type: none"> Update Teaching and Learning Strategy to ensure HE responsibilities are articulated 	<p>January 2010</p>	<p>VP Curriculum & Quality</p>	<p>Revised Teaching and Learning Strategy approved by CSMT</p>	<p>HE Strategy Group</p>	<p>Staff Development Evaluations</p>

Hopwood Hall College action plan relating to the Summative review: October 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	<ul style="list-style-type: none"> Conduct HE teaching and learning staff development workshops 	January to June 2010 and then annually	Teaching and Learning Improvement Manager	Annual schedule of workshops in place and attended by all HE teaching staff		Lesson Observations
<ul style="list-style-type: none"> to monitor employer engagement initiatives in order to strengthen and embed the newly emerging developments (paragraph 29) 	<ul style="list-style-type: none"> HE Forum to receive annual report on employer engagement initiatives HE Forum to share good practice in embedding employer engagement Employer engagement to be monitored via revised Performance Review 	February 2010	HE Co-ordinator	Annual report received by HE Forum	HE Strategy Group	Annual Review
		February 2010 ongoing	HE Co-ordinator	Good practice sessions conducted (ongoing)		
		By December 2010	AD Quality; VP Curriculum & Quality	Performance Review and HE SAR (Annual Review) paperwork and processes incorporate		

Hopwood Hall College action plan relating to the Summative review: October 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	process and new HE SAR (Annual Review)			employer engagement		
<ul style="list-style-type: none"> to consider how a specific higher education skills focus might be built into the lesson observation procedure (paragraph 31). 	<ul style="list-style-type: none"> Revise guidance for lesson observations to ensure HE practice is highlighted Establish separate HE lesson observation reporting through independent coding in Inovex tracking system Annual report on HE lesson observations to be considered 	February 2010	AD Quality	Lesson observation guidance updated	HE Strategy Group	Lesson observations Annual Review
		February 2010	AD Quality	Independent HE lesson observation reporting implemented		
		July 2010	Teaching and Learning Improvement Manager	Annual report considered by HE Forum and HE Strategy Group		

Hopwood Hall College action plan relating to the Summative review: October 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	<p>by HE Forum and HE Strategy Group</p> <ul style="list-style-type: none"> Curriculum Managers to include appropriate proportion of HE observations in their curriculum lesson observation schedules 	<p>January 2010 ongoing</p>	<p>Curriculum Managers; HE Co-ordinator</p>	<p>Curriculum lesson observation schedules include appropriate volume of HE observations</p>		

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