



Integrated quality and enhancement review

Summative review

Hugh Baird 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 Hugh Baird College carried out in March 2011

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

Good practice

The team has identified the following **good practice** for dissemination:

- the work of the Higher Education Coordinator and the Higher Education Steering Group ensures that academic standards are well managed, that there is effective liaison with the awarding bodies, and that good practice can be identified and disseminated across the provision
- the effective system for collecting, recording and using information on staff development
- the level of input from employers and its positive contribution to work-based learning
- the quality and quantity of the feedback on student work, which students describe as making a positive contribution to their learning
- the range and quality of the college-wide support for students
- the wide range of methods employed to capture and respond to student feedback and evaluation
- the quality and range of high calibre work experience provided for students on the FdA and BA Visual Merchandising and Promotional Design programmes
- the range of alternative formats, such as large print and Braille, and the software that enables material on the website to be read aloud that is praised by students.

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 **desirable** for the College to:

- consider whether replicating information specific to higher education in a separate document would more fully meet the stated aim of the Curriculum Review with regard to stakeholders
- review its current procedures for disseminating information on student finance, and amend them to provide a more comprehensive and streamlined source of information for its higher education students and the staff who support them
- consider whether adding the 'Strategy for Differentiation', currently only embedded within the Curriculum Review, to the existing 'Handbook for Teaching and Learning' would provide a more comprehensive, clear and accessible teaching and

learning strategy

- consider implementing a system that identifies specifically the quality of teaching and learning on the higher education programmes, to provide clear and separate information on this provision
- consider how the information on higher education could have a clearer focus, in both written information and on the website.

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 Hugh Baird College. The purpose of the review is to provide public information about how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes which the College delivers on behalf of the University of Central Lancashire and Edge Hill University. The review was carried out by Mr Jonathan Doney, Ms Viki Faulkner, Mr David Knowles (reviewers) and Mrs Christine Plumbridge (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, and meetings with staff and students. In particular, the team drew on the findings and recommendations of the Developmental engagements in assessment and in work-based learning. A summary of findings from these Developmental engagements is provided in section C of this report. The review also considered the College's use of the Academic Infrastructure, developed by QAA on behalf of higher education providers, with reference to the *Code of practice for the assurance of academic quality and standards in higher education (Code of practice)*, subject and award benchmark statements, *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ) and programme specifications.

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

4 The College is a general college of further education. It serves the communities of South Sefton and North Liverpool from its campus in Bootle. Its stated mission is 'To improve life, job and business prospects through excellent education, training and support'. In the academic year 2010-11, it enrolled 5,318 students, of whom 50 per cent are 14-18 year-olds. In the academic year 2009-10, 60 per cent of students were from areas designated as 'deprived'. The wide-ranging curriculum includes sixth form programmes, pre-vocational and vocational day and evening classes. Almost 200 14-16 year-old pupils attend the College on a weekly part-time basis in order to benefit from accredited vocational study. The College attained the Training Quality Standard award and its Workforce Development Unit works closely with a range of local employers.

5 The College states that it is fully committed to opening up access to higher education to all in the community who believe that they can benefit, especially those who are the first in their family to consider higher education. The higher education provision is accommodated in the Balliol Centre and the Pembroke Centre, some 300 yards apart. The Balliol Centre hosts programmes in business and management, information technology, and visual merchandising and promotional design. The Pembroke Centre houses the early years, education and care, health and social care, and initial teacher training (post-compulsory) programmes. Two members of staff teach only on higher education programmes; other staff teach on a combination of higher and further education programmes.

6 In the academic year 2010-11, 229 students were enrolled on higher education programmes, of whom 122 are full-time and 107 are part-time.

University of Central Lancashire

- FdA Early Years, Education and Care (27 full-time equivalent (FTE) students)
- FdA Health and Social Care (14 FTEs)
- FdA Visual Merchandising and Promotional Design (34.5 FTEs)
- BA (Honours) Visual Merchandising and Promotional Design (7 FTEs)
- Certificate in Teaching in the Lifelong Learning Sector (1.3 FTEs)
- Certificate in Education (38 FTEs)
- Postgraduate Certificate in Education (2 FTEs)

Edge Hill University

- FdA Business and Management (26 FTEs)
- FdSc Information Technology (25 FTEs)

Partnership agreements with the awarding bodies

7 An Institutional Agreement and a Memorandum of Cooperation were signed between the College and the University of Central Lancashire in 2005, and are reviewed annually by the Principal and Vice-Chancellor. A strategic plan for future development of the partnership is agreed, and an Academic Development Plan is drawn up, reviewed and updated annually covering programmes and student numbers. The University has a defined set of policies and procedures for validation and the monitoring of academic standards and quality, which must be followed by all institutions within its collaborative provision. The Periodic Review scheduled for 2010-11 has been postponed because of the IQER review process and will now take place in 2011-2012.

8 A Memorandum of Co-operation between the College and Edge Hill University runs from September 2007 to August 2013. A Periodic Review is scheduled for 2012-2013. The operation of the partnership is reviewed annually and an Academic Development Plan drawn up and agreed. This covers all aspects of programmes franchised to the College and sets out targets for the recruitment of students. The University employs specific policies and procedures relating to validation and the monitoring and review of academic quality and standards which must be followed.

Recent developments in higher education at the College

9 In the light of recent reductions in funding and the capping of student numbers, Edge Hill University suspended recruitment to the FdA Business and Management in December 2010. The University of Central Lancashire's Diploma in Counselling Skills and Theory produced its final graduates in July 2010. The University's Initial Teacher Training programme, delivered at the College, was inspected by Ofsted in March 2010. The College was identified as one of three outstanding contributors to the partnership of 14 colleges, citing the consistency of grading and assessment, and the correlation between feedback and outcomes as strengths.

Students' contribution to the review, including the written submission

10 Students studying on higher education programmes at the College were invited to present a submission to the Summative review team. A group of student representatives met to discuss the student learning experience. They were guided by the College's Higher

Education Coordinator, who provided them with a set of prompts for discussion, and also assisted them with note-taking. They discussed and responded to a range of issues relevant to the three core themes of the IQER Summative review process, together with matters which had been raised during the two Development engagements, and had resulted in desirable recommendations. Subsequently, the representatives met with other students and work was done on identifying those issues which were programme-specific and those which were of a general nature. This summary went back to students for their confirmation that it represented those views expressed during meetings. This formed the basis of the written student submission, which proved helpful to the team, who found that the views expressed were consistent with those obtained in their meeting with current students.

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?

11 The College works in partnership with the University of Central Lancashire and Edge Hill University. Documentation seen during the review, and discussions with both awarding bodies, confirm that the College fulfils its obligations as set down in the written agreements between the universities and the College. The College management structure for its higher education provision is clear. The Deputy Principal, a member of the senior management team, has overall responsibility for curriculum and quality assurance. The implementation of the higher education strategy relating to learning resources, inclusive learning, marketing and staff development is managed by the Director of Participation. The Head of Quality and Performance Improvement is responsible for the quality review processes.

12 At operational level, the Higher Education Coordinator focuses on programme development, validation, and review. He liaises effectively with the Academic Quality and Standards Unit at the University of Central Lancashire, and the Head of Academic Quality at Edge Hill University. The Coordinator also chairs the monthly Higher Education Steering Group, attended by the Director of Participation and Head of Quality and Performance Improvement, where programme leaders and representatives from marketing and learning resources discuss a range of issues relevant to the provision. The work of the Higher Education Coordinator and the Higher Education Steering Group provides a helpful focus to ensure that academic standards are well managed, that there is effective liaison with the awarding bodies, and that good practice can be identified and disseminated across the provision.

13 Programme leaders oversee the day-to-day running of their programme and act as the main point of contact for their subject area with the relevant awarding body. They liaise effectively with an academic liaison member of staff from the relevant University faculty, who meets regularly with College staff and students, and assists with the effective delivery of the programmes. Programme meetings are held monthly and attended by all programme tutors, following a set agenda. Students may attend all parts of the meeting, except for those items which discuss the progress of individual students. Quality Review Team meetings are held monthly and chaired by the relevant Quality Review Team leader following set agendas agreed by the Head of Quality and Performance Improvement and the Higher Education Coordinator. Programme leaders discuss quality issues relating to higher education. Overall, the quality assurance processes are effective, well managed and embedded.

14 A meeting was held between the review team and the Head of Quality and Performance Improvement and the Higher Education Coordinator about the College's responses to the good practice and desirable recommendations identified in the action plans following the two earlier Developmental engagements. In addition to the success indicators, which are required to evidence that the actions taken had been achieved, a further column had been added on current progress. In the majority of cases, good progress had been made and a number of actions completed.

What account is taken of the Academic Infrastructure?

15 Both awarding bodies state clearly that they have primary responsibility for ensuring that the Academic Infrastructure is considered across all its collaborative provision. The *Code of practice* is embedded within their policies, practices and procedures and the College follows the guidance provided by them closely. The University of Central Lancashire has recently undertaken an exercise to map all the aspects of its work against the *Code of practice*, subject benchmark statements for individual subjects, the *Foundation Degree qualification benchmark*, the FHEQ, and programme specifications. This confirmed that the systems in place meet these expectations.

16 College staff are aware of the awarding bodies' academic regulations, and are able to speak knowledgeably about, and engage with, the Academic Infrastructure. The Higher Education Steering Group meetings provide an effective forum for sharing and discussing good practice in relation to the Academic Infrastructure and for updating staff on any changes.

17 External examiners' reports confirm that programmes correspond with the appropriate level of the FHEQ and that assessments provide appropriate intellectual challenge. Programme specifications contain a comprehensive range of information relating to learning outcomes and the means by which these will be assessed.

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?

18 In meetings during the two previous Developmental engagements and discussions throughout the Summative review, it was apparent that the College works closely and collaboratively with both its awarding bodies. A scrutiny of documentation and meetings with the awarding bodies confirms that the College meets its requirements in relation to academic standards. This is especially apparent in programme and assessment planning and the regulation and operation of assessment.

19 An appropriate range of assessment tasks is used, including presentations, group work, live briefs, essays and reports. Assessments are written collaboratively between the College programme teams and subject-specialist staff from the awarding bodies. This process ensures that assignments match the requirements of the programme specifications and that the tasks relate clearly to the stated learning outcomes. Students confirm that their assignment briefs are clear, provide a varied range of activities, and support their learning. The earlier Developmental engagement in assessment confirmed that all Foundation Degrees incorporate appropriate levels of work-based learning, enabling students to make clear links between theory and practice.

20 The sample of student work, examined during the earlier Developmental engagements in assessment and in work-based learning confirmed that comprehensive

systems are in place to moderate students' work at both internal and external levels. The smaller sample viewed during the current review indicated that further improvements had been made and that the documentation shows clearly how internal moderation decisions are reached and that moderation has taken place. Final moderation is carried out by the awarding bodies, together with College staff at module and programme boards.

21 External examiners are appointed by the awarding body. They visit the College each year to meet staff and students and to scrutinise a sample of student work. The Development engagement in assessment confirmed the views of external examiners that, overall, the standard of work is appropriate to the level of the award. External examiners' reports are received by the relevant programme committee and evidence was provided of appropriate responses to their comments.

22 Following the Developmental engagement on assessment, the College was asked to discuss with the University of Central Lancashire some changes to the external examiner report forms. There was a need for external examiner reports to identify individual colleges within a franchise or collaborative provision, and to refer explicitly to work-based learning. Edge Hill University's template already did this. The University responded by inserting a highlighted statement to this effect on their external examiner report template. This is supplemented by a briefing to this effect for new external examiners, together with a written reminder before reports are completed. Reports responding to this requirement were provided during the review. In order to ensure that sufficient comment is received on work-based learning, the wording of a section of the report template now includes the phrase 'work-based learning'. These changes support the team's view of the extent of effective communication between the College and its awarding bodies.

23 The Deputy Principal writes an annual College Curriculum Review covering all the College programmes. Its stated aim is 'to ensure that the curriculum is up to date, relevant and appropriate to the needs of learners, employers, and other stakeholders'. It seeks to review the whole of the further education, work-based learning, and higher education curricula. Within this very lengthy document there is reference to higher education. However, as this represents a minority of the College's provision, this information is difficult to find, especially for external stakeholders. It is desirable that the College consider whether replicating information specific to higher education in a separate document would more fully meet the stated aim of the Curriculum Review with regard to stakeholders. This information could helpfully include recruitment, retention and achievement data, and the outcomes of teaching observations specific to higher education programmes.

24 The process for the annual monitoring of programmes is robust. Programme teams prepare annual monitoring reports. Information is gathered from student questionnaires, recruitment, retention and achievement data, programme team and Higher Education Steering Group minutes and external examiners' reports. The reports are detailed and in a standard format. They result in the production of a summary action plan which is taken forward into the next academic year. These reports must be approved by the College's Higher Education Coordinator and members of the senior management team and shared with the relevant awarding body. Subsequently, the Higher Education Coordinator produces Institutional Annual Monitoring Reports for each awarding body. These are informed by annual monitoring reports, partnership liaison activity, student recruitment and performance, and provide a very useful summary of the operation of individual programmes within the collaboration. A detailed and comprehensive action plan is presented for the forthcoming academic year. These reporting processes are effective and confirm that the College's higher education provision is effectively monitored and managed.

25 The awarding bodies also carry out periodic reviews with the College in order to review and evaluate each of the higher education programmes. The reviews are

programmed on a six-yearly cycle and focus upon the programme team's competence and capacity to develop and manage their provision and the student learning experience.

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

26 The continuing professional development of academic staff is actively encouraged by the College. Staff development includes commercial and professional updating of experience, knowledge and skills. All staff participate in a minimum of three days off-site training every three years. The College procedure is linked to an online system accessed through the intranet. Staff use this to apply to undertake training and development. The system tracks requests for training, and monitors them electronically through the application, approval, attendance and evaluation stages. It enables information to be monitored and outcomes gathered by the Higher Education Coordinator and transmitted through the Higher Education Steering Group. This ensures that the training outcomes are disseminated across programme teams. It also enables line managers to monitor staff development at annual staff appraisal meetings. The targets negotiated ensure that personal objectives and the aims of the College's strategic plan for higher education may be achieved. The system for collecting, recording and using information on staff development constitutes good practice.

27 The awarding bodies provide a wide range of staff development opportunities for College staff which encourage and develop good practice between the institutions. The awarding bodies offer regular staff development sessions on teaching, learning and assessment. College staff on all the higher education programmes have access to, and do participate in the general learning and development opportunities offered by both awarding bodies. The University of Central Lancashire's Learning and Development Unit offers a wide range of training, development and updating sessions for staff. At Edge Hill University, the Teaching and Learning Development Unit actively encourages research, innovation and development. A weekly email is sent to the College's Higher Education Coordinator for distribution to staff teaching on Edge Hill programmes with details of the latest courses and training. College staff actively participate in these events, which enables them to share ideas and seek out good practice from partner institutions. The take-up of these opportunities is good.

28 Employers are actively involved in evaluating and supporting curriculum development, programme content, and in the development of assessment materials focused on work-based learning. This is particularly evident in both of the programmes in Visual Merchandising and Promotional Design. There has been substantial employer involvement in key aspects of programme development. They participate in employer forum meetings, arrange student visits and provide work placements. Competitive live briefs supplied by employers are a key component on both the Foundation Degree and the honours programmes. This level of communication between employers and staff enhances currency in the curriculum and contributes to staff being kept up to date about employer needs. This level of input from employers and its contribution to work-based learning is an example of good practice.

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

Core theme 2: Quality of learning opportunities

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

29 The systems to ensure coordination between the College and its awarding bodies are clear, effective and well managed. The general responsibilities and arrangements for managing and reporting on the quality of learning opportunities are the same as those described for academic standards in paragraphs 11 to 14 and 18 to 25. The College fulfils the requirements clearly laid down by the awarding bodies in their Memoranda of Cooperation.

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

30 The Memorandum of Cooperation states that the College is responsible for: providing sufficient local library resources; providing student support; collecting fees; supporting the administration of student finance; and for the recruitment, enrolment and induction of students onto programmes awarded by the University of Central Lancashire. On the FdA Business and Management and the FdSc Information Technology, Edge Hill University retains the final approval of non-standard entrants and also commits to playing an active role in induction of these learners.

31 The student written submission raised concerns about the levels of information and guidance they received with regard to the financial support that was available to them. This concern was also expressed during the review. They were unclear about which types of support were available at College and/or awarding body level, and were unsure about whom they should approach for advice or requests for additional funds. Although tutors were praised for the support they provided, financial advice needs clarification. It is desirable that the College review its current procedures for disseminating information on student finance and amend them to provide a more comprehensive and streamlined source of information for its higher education students and the staff who support them.

What account is taken of the Academic Infrastructure?

32 The general responsibilities and arrangements for managing the integration of the Academic Infrastructure are those described in paragraphs 15 to 17. The College is clear about where specific sections of the *Code of practice* require them to provide information, advice and guidance. The College's Learner Support team liaises with its counterparts at the awarding bodies to provide specialist diagnostic assessments and advice for students with additional needs. Students are provided with sessions which meet the expectations of the *Code of practice, Section 8: Career education, information, advice and guidance*. There is an appropriate focus throughout the programmes on ensuring that students are well prepared for the world of work, and are aware of the progression opportunities on completion of their programmes.

33 The College admissions and enrolment processes provide good support for all entrants and meet the expectations of the *Code of practice, Section 3: Disabled students, Section 9: Work-based and placement learning* and *Section 10: Admissions to higher education*. Students without an appropriate work experience setting are supported by the College in securing a work placement. Work-based learning provides an integral part of student learning on the Foundation Degrees at the College.

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

34 Students express high levels of satisfaction with the quality of teaching and learning on their programmes. They describe their tutors as helpful, approachable and expert in their subject area.

35 The College does not use a single 'teaching and learning strategy' document. A 'Handbook for Teaching and Learning' provides generic guidance to staff on good practice in teaching and learning. This handbook, together with the Handbook for Teaching and Learning Observations and the 'Strategy for Differentiation', which was identified with some difficulty during the review, does in effect express the College's strategy for teaching and learning as agreed by the Senior Management Team. It is desirable to consider whether adding the 'Strategy for Differentiation', currently only embedded within the Curriculum Review, to the existing 'Handbook for Teaching and Learning' would provide a more comprehensive, clear and accessible teaching and learning strategy.

36 Heads of school and programme leaders have primary responsibility for ensuring that effective teaching and learning is delivered to students. Information is disseminated across programme teams, and also forms an essential part of induction for new staff. Mentors for new members of staff teaching on higher education programmes are carefully selected to ensure that they can provide effective support for higher education classroom practice and this is supplemented by staff development support from the awarding bodies.

37 The College Head of Quality and Performance Improvement oversees the system of unannounced teaching and learning observations. This system is firmly based on that used by Ofsted inspectors, and the forms completed are identical to those for further education. It is desirable that the College consider whether some differentiation in the content of the forms, when used for observing higher education, would help link these sessions to the programme specifications and learning outcomes. All lecturers receive a minimum of one classroom observation each year, which forms part of a continuous cycle of quality improvement. Staff who receive a grade 3 or 4 for their observation are offered support and mentoring to improve their teaching practice. Targeted support activities over a three-week period are followed up with a second observation. Follow-up activities feed into the annual appraisal cycle and focus on performance improvement.

38 Data on the quality of teaching and learning, including the results of the internal information learning technology audit, is currently analysed at individual, school and college level. Currently, there is no system to separate results relating specifically to higher education programmes. This was discussed during the review. Staff agreed with reviewers that it is desirable to consider implementing a system that identifies specifically the quality of teaching and learning on the higher education programmes to provide clear and separate information on this provision.

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

39 Student work is assessed accurately and feedback is given to students in a timely manner. The students confirm that prompt, detailed and helpful written feedback enables them to identify how they have met specific learning outcomes. This is supplemented by verbal feedback in one-to-one tutorials. Students are very positive about the quality and quantity of the feedback they receive, which identifies strengths and where improvements may be made. This is seen as a positive contribution to their learning.

40 Students report very high levels of satisfaction with the wide range and high quality of the support they receive, including support for students with additional needs. The review team regards the range and quality of this college-wide support as good practice. Students with additional needs are identified during the admissions and enrolment process. The College liaises with counterparts at the awarding body to provide a specialist assessment and to advise students on their entitlements. Ongoing support, advice and guidance is provided through the well-established tutorial system and supplemented by college-wide systems such as the provision of additional in-class support and equipment. Students praise the ready access they have to staff within the college environment. Progression to honours programmes from Foundation Degrees is very good. For example, on the information technology, business and management and early years, education and care programmes over 90 per cent of students have made this progression. This indicates that the students' experience of higher education at the College gives them an appetite for further study.

41 Student feedback is captured using a range of methods including attendance at monthly programme team and quality review team meetings; through module evaluations and other questionnaires; completing student written submissions; and an effective system of programme representatives. Students feel confident that their voice is heard and that concerns raised are acted upon. This was recognised in earlier Developmental engagements, but the College has continued to build upon and enhance these methods. Twice-yearly learner questionnaires are completed online and the results are analysed by the Head of Quality and Performance Improvement. Feedback on the outcomes is given to programme teams, who discuss these in their regular meetings, which students also attend. Students also participate in focus group meetings, where the agenda is constructed around school-specific feedback. Staff-Student Liaison Committees offer opportunities for students to raise any additional concerns with their programme and their higher education experience in general in a timely manner. The College initiative to increase the levels of student attendance by holding meetings at different times has been successful, and there has been an increase in student participation across all programmes. Overall, the wide range of methods employed to capture and respond to student feedback and evaluation is an example of good practice.

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

42 The procedures and arrangements for staff development are those described for academic standards in paragraphs 26 to 28.

43 Staff who are new to teaching higher education receive effective support to allow them to undertake their role. Peer mentors, frequently drawn from Advanced Practitioners within the College, are allocated to provide focused support that develops teaching practice. Academic liaison tutors from the awarding bodies provide further support. There are open invitations to participate in training events or to visit the university to participate in peer observations in order to foster an enhanced understanding of teaching at the appropriate academic level.

44 A clear example of effective staff development is evident in the support provided during development of the new BA honours top-up degree in Visual Merchandising, the College's first level 6 programme. The College enabled staff to participate in staff support provided through the university of Central Lancashire. Several members of College staff worked alongside peers at the University in preparation for the validation and delivery of the new programme, focusing on the requirements of the curriculum and the Academic Infrastructure. Time has also been allocated to enable two members of staff to undertake

a master's qualification at the University.

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?

45 The awarding bodies ensure at validation that both human and physical resources are appropriate and adequate, and that the College has allocated a budget appropriate to meet these needs. Where new programmes are in development, programme leaders liaise with heads of school, the Learning Resources Manager, and with academic liaison staff from the awarding bodies to identify what is required prior to validation.

46 The Learning Resources Manager holds a budget, allocated by the Director of Participation, to increase the stock of books, electronic resources, and specialist software and hardware to meet the needs of student learning as required. Adequacy of resources is regularly reviewed, and feedback gathered, through monthly programme team meetings, quality team meetings, the Higher Education Steering Group meetings, end-of-module feedback and annual monitoring reports. Staff are encouraged, through monthly emails, to put forward requests for additional resources as required. The College has a rolling programme of information technology hardware and software replacement. The best practice created by the use of the Integrated Learning Suite in the Balliol Centre, funded through Partnership Development at the University of Central Lancashire, is to be used in the upgrading of information learning technology facilities in the Pembroke Centre. This will provide a response to student concerns over the lack of a quiet place to study at busy times and will contribute to the College target of increasing the use of information learning technology within curriculum delivery.

47 Overall, students express high levels of satisfaction with the resources available to them. Students on the FdA Early Years, Education and Care and on FdA Health and Social Care described the new suite of wireless laptops in the Pembroke building as 'excellent'. Students on both visual merchandising and promotional design programmes have benefited from refurbished design studios and tutorial areas, funded by a capital grant from the University of Central Lancashire, ahead of the validation of the BA (Honours) top-up programme. Access to online journals and e-books available through the College and their awarding bodies has been increased in response to student concerns about the limited numbers of key texts at times of demand.

48 All the Foundation Degrees and Initial Teacher Training programmes within the College make very effective use of work experience, work placements and employer involvement in order to enhance the students' engagement with the genuine world of work. Students view this as a major learning resource. The FdA and BA (Hons) Visual Merchandising and Promotional Design demonstrate significant employer involvement through live briefs, industry visits, work placements and visiting speakers which enhance and extend the learning experience of the students. The team regards the quality and range of high-calibre work experience provided for students on the FdA and BA Visual Merchandising and Promotional Design programmes as good practice.

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?

49 The Memoranda of Cooperation of the awarding bodies state clearly where responsibilities lie for publishing information relating to their franchised or collaborative provision. The College is responsible for the advertising, marketing and promotion of all its higher education programmes; the writing and publication of employer and placement handbooks; programme fact sheets; staff contact details; online advertising information; and publicity material.

50 A prospectus for adult learners includes details of the higher education programmes, amongst a range of information on other programmes for this sector. The College website also provides information and guidance on its higher education programmes. During the review, some students from the local area stated that they believed the College only ran further education programmes. They had found out by chance about the programmes they subsequently enrolled on. Material is checked by the programme leader, the marketing manager and the Higher Education Coordinator. They work in cooperation with the universities who regularly check the material for accuracy. It is desirable that the College considers how the information on higher education could have a clearer focus, in both written information and on the website.

51 Handbooks are available electronically from the College's virtual learning environment. The College has taken reasonable steps to ensure that all written materials are available in a range of alternative formats, such as large print and Braille.

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?

52 Students state that their handbooks are easy to use, clear and informative. They indicate where academic procedures and regulations are to be found in separate documentation. Students confirm that they all receive a programme handbook (sometimes referred to as a student handbook) and module guides.

53 The University of Central Lancashire handbook material is supplied by University tutors, who prepare documentation according to the requirements of standard templates. The College then adds its own specific information, such as contact details of tutors and the College calendar. However, the College team delivering both of the visual merchandising and promotional design programmes is responsible for the writing of the handbooks.

54 Each awarding body has overall responsibility for the publication of programme documentation. All material must bear the logo of the awarding body. College staff contribute to the content of handbooks to varying degrees. Edge Hill University provides a template for the generic content of the FdSc Information Technology handbook, although staff at all partner institutions contribute to this. The College programme leader for the FdA Business and Management writes the handbook, with Edge Hill guidance and approval. Templates are also available for module guides. Completed module guides are sent to the University and also to the external examiner for approval.

55 The College's marketing manager and Higher Education Coordinator ensure that the requirements of the awarding bodies are met, before sending the material electronically to the University's Partnership Office, which checks it for accuracy and conformity.

A representative of the College's marketing team attends the awarding bodies' marketing forums enabling information, decisions and developments to be communicated to the Higher Education Steering Group.

56 Appropriate procedures are in place for minor alterations to programme material. Annual monitoring also confirms whether published material, including handbooks, is fit for purpose, by incorporating input from partnership development officers and programme leaders within the host schools and at the higher education institutions. The University's heads of school regularly audit student handbooks.

57 The College website is managed by the web/e-learning developer and reports to the Information and Learning Technology Coordinator, under the leadership of the Director of Corporate Services. Material posted on the website must be approved by the marketing manager, who ensures that the branding of both the College and the awarding bodies is compliant with their requirements. The University of Central Lancashire undertakes quality checks of material on the website. Edge Hill University use their own quality procedures to confirm that standards are maintained. The awarding bodies actively promote the College's higher education programmes on their own websites and in the material used by UCAS. The College's Higher Education Steering Group carries out internal audits of programme information 'Fact Sheets' and extended programme information found on the website, and requests any revision from subject programme leaders.

58 The student written submission describes the website as 'user friendly, easy to navigate and simple to locate information'. However, the amount of information on programmes does vary from subject to subject. Although the College website does contain higher education programme information, this is not immediately recognisable from the front page.

59 New software enables material on the website to be read aloud. This facility was praised by students. The site also offers viewers a variable size/text-only option. The College has subjected the site to a number of routine compliance procedures. The College continues to review the development of the website as detailed in the most recent Developmental engagement action plan.

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

C Summary of findings from the Developmental engagement in assessment

60 The Developmental engagement visit was conducted in December 2008 and focused on the assessment of students. The three lines of enquiry were agreed with the College in advance and reflect a broad range of assessment issues. These focused on the following areas:

Line of enquiry 1: The quality and timeliness of written feedback to students on their summatively assessed work.

Line of enquiry 2: The effectiveness of existing mechanisms for obtaining and using feedback from students on assessment practice.

Line of enquiry 3: The extent to which assessment practice matches the information on assessment contained in the programme specifications, student handbooks, module guides and College assessment policies.

61 The team identified a number of areas of good practice. These included: the innovative methods of providing feedback linked to learning outcomes on student work; the transparency of the practice on the FdA Business and Management, where work that is cross-moderated by staff from another network partner college, and finally the awarding body, is clearly stamped, signed and dated by the moderator; the tracking of external examiners' reports that ensures appropriate and timely responses to their comments; the focused and practical tutorial on referencing and plagiarism designed by the Learning Resource Centre; the organisation and use of an innovative live brief for Visual Merchandising and Promotional Design that demonstrates appropriate levels of employer engagement and feedback at every stage of students' work-based learning; the vocational currency and familiarity with the world of work demonstrated by teaching staff, resulting from the College's staff development requirements; the comprehensive range of documentation and web-based material on assessment provided for students.

62 The team also made a number of recommendations. It suggested that it would be desirable to continue to monitor closely the new procedures for student feedback introduced by business staff; to improve both the timeliness and legibility of comments on feedback sheets; to adopt across all programmes the effective method used on the FdA Visual Merchandising and Promotional Design for the receipt of student work in order to provide a robust audit trail; to review the documentation recording internal moderation decisions on courses validated by the University of Central Lancashire in order to make the process more transparent; to review the programme team meeting structure to ensure that greater levels of formal student participation are achieved; to consider whether a more formal way of communicating the outcome and changes resulting from their feedback might encourage students to engage with this process in the future; to consider if reducing the number of questionnaires might increase the number of responses overall; to continue to build upon the work of the Higher Education Focus Group established in preparation for the IQER process, which ensures that the views of students across the range of higher education courses is heard.

Summary of findings from the Developmental engagement in work-based learning

63 The Developmental engagement visit was conducted in March 2010 and focused on work-based learning. The three lines of enquiry were agreed with the College in advance and reflect a range of issues related to work-based learning. These focused on the following areas:

Line of enquiry 1: The accuracy, relevance, currency and accessibility of the College's promotional materials and how well these provide information that will enable applicants to make informed decisions about their learning in the workplace.

Line of enquiry 2: The use of live briefs to enhance learning and meet the needs of employers in the Foundation Degree in Visual Merchandising and Promotional Design.

Line of enquiry 3: The capacity of Initial Teacher Training programmes to respond to the challenges faced by learners in achieving appropriate levels of academic achievement in the workplace.

64 The team identified a number of areas of good practice. These included: the effective engagement of all staff with employers and the world of work, which enhances their vocational currency; the effective relationships between staff, students and employers in Visual Merchandising, Business and Management, and Information Technology programmes, providing opportunities for students to interact directly with industry, achieve learning outcomes and prepare themselves for the world of work; the range and quality of support tailored to meet the needs of all learners on the Initial Teacher Training programmes.

65 The team also made a number of recommendations. It suggested that it would be desirable to: further emphasise work-based learning on the College website; use the Higher Education Steering Group to disseminate good practice in work-based learning and placement opportunities across all programmes; ensure integration between the documentation relevant to the Workforce Development Unit and that on the College website; ensure that comments on work-based learning by external examiners are elicited by staff teaching on programmes validated by the University of Central Lancashire; make the link between written formative feedback and the final grade more transparent in the Foundation Degree in Visual Merchandising and Promotional Design provision; ensure that College staff hold meetings with workplace mentors to confirm their cognisance with their role and responsibilities, and are familiar with the support materials provided by the awarding body; ensure that the College documentation on staff mentoring explicitly reflects the specialist requirements and role of subject-specific mentors for staff engaged in Initial Teacher Training.

D Foundation Degrees

66 The College currently offers five Foundation Degrees. Three are validated by the University of Central Lancashire and all operate in full and part-time mode. The FdA Early Years, Education and Care recruited its first cohort in 2003. The FdA Visual Merchandising and Promotional Design has operated since 2004 and has proved very successful. However, there was little scope for progression to an honours degree programme in the local area. In 2009, the University validated a full-time BA (Honours) Visual Merchandising and Promotional Design that now enables progression for those successfully completing the Foundation Degree to complete their studies at the College. The FdA Health and Social Care (Social Care pathway) first recruited in 2007 and the programme content was revalidated in 2008. The partnership with Edge Hill University has operated since 2003. Two Foundation Degrees are offered in full and part-time mode. Recruitment for the FdA Business and Management, franchised to the College, was suspended in December 2009 as a result of changes to funding and student numbers. The FdSc in Information Technology introduced a new pathway in Advanced Graphics Technology in 2008 alongside the existing pathway in Web Page Design.

67 The College works effectively with its partner universities to deliver, monitor and evaluate the Foundation Degrees, and has well-developed systems for the creation, approval, delivery, monitoring and evaluation of its provision. The College has recently engaged in discussions with the University of Central Lancashire on a range of issues including: alternative funding models for college-taught higher education programmes of a bespoke nature; linking existing Foundation Degrees at the College with a retail and logistics-themed qualification; asking its Workforce Development Unit to research and identify high-level skills training and education needs among existing and new business contacts.

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

- the work of the Higher Education Coordinator and the Higher Education Steering Group ensures that academic standards are well managed, that there is effective liaison with the awarding bodies, and that good practice can be identified and disseminated across the provision (paragraph 12)
- the effective system for collecting, recording and using information on staff development (paragraphs 26, 43)
- the level of input from employers and its positive contribution to work-based learning (paragraph 28)
- the quality and quantity of the feedback on student work, which students describe as making a positive contribution to their learning (paragraph 39)
- the range and quality of the college-wide support for students (paragraph 40)
- the wide range of methods employed to capture and respond to student feedback and evaluation (paragraph 41)
- the quality and range of high calibre work experience provided for students on the FdA and BA Visual Merchandising and Promotional Design programmes (paragraph 48)
- the range of alternative formats, such as large print and Braille, and the software that enables material on the website to be read aloud that is praised by students (paragraphs 51, 59).

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

- consider whether replicating information specific to higher education in a separate document would more fully meet the stated aim of the Curriculum Review with regard to stakeholders (paragraph 23)
- review its current procedures for disseminating information on student finance and amend them to provide a more comprehensive and streamlined source of information for its higher education students and the staff who support them (paragraph 31)
- consider whether adding the 'Strategy for Differentiation', currently only embedded within the Curriculum Review, to the existing 'Handbook for Teaching and Learning' would provide a more comprehensive, clear and accessible teaching and learning strategy (paragraph 35)
- consider implementing a system that identifies specifically the quality of teaching and learning on the higher education programmes to provide clear and separate information on this provision (paragraphs 37, 38)
- consider how the information on higher education could have a clearer focus, in both written information and on the website (paragraphs 50, 58).

E Conclusions and summary of judgements

70 The Summative review team has identified a number of features of good practice in Hugh Baird 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, the University of Central Lancashire and Edge Hill University.

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

- the work of the Higher Education Coordinator and the Higher Education Steering Group ensures that academic standards are well managed, that there is effective liaison with the awarding bodies, and that good practice can be identified and disseminated across the provision (paragraph 12)
- the effective system for collecting, recording and using information on staff development (paragraphs 26, 43)
- the level of input from employers and its positive contribution to work-based learning (paragraph 28)
- the quality and quantity of the feedback on student work, which students describe as making a positive contribution to their learning (paragraph 39)
- the range and quality of the college-wide support for students (paragraph 40)
- the wide range of methods employed to capture and respond to student feedback and evaluation (paragraph 41)
- the quality and range of high calibre work experience provided for students on the FdA and BA Visual Merchandising and Promotional Design programmes (paragraph 48)
- the range of alternative formats, such as large print and Braille, and the software that enables material on the website to be read aloud that is praised by students (paragraphs 51, 59).

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

- consider whether replicating information specific to higher education in a separate document would more fully meet the stated aim of the Curriculum Review with regard to stakeholders (paragraph 23)
- review its current procedures for disseminating information on student finance and amend them to provide a more comprehensive and streamlined source of information for its higher education students and the staff who support them (paragraph 31)
- consider whether adding the 'Strategy for Differentiation', currently only embedded within the Curriculum Review, to the existing 'Handbook for Teaching and Learning' would provide a more comprehensive, clear and accessible teaching and learning strategy (paragraph 35)
- consider implementing a system that identifies specifically the quality of teaching and learning on the higher education programmes to provide clear and separate information on this provision (paragraphs 37, 38)
- consider how the information on higher education could have a clearer focus, in both written information and on the website (paragraphs 50, 58).

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

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

75 Based upon its analysis of the College's self-evaluation, and other documentary evidence and from its meetings with staff and students, the team concludes that, in the context of this Summative review, reliance **can** be placed on the accuracy and completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

Hugh Baird College action plan relating to the Summative review: March 2011						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
In the course of the Summative review the team identified the following areas of good practice that are worthy of wider dissemination within the College:						
<ul style="list-style-type: none"> the work of the Higher Education Coordinator and the Higher Education Steering Group ensures that academic standards are well managed, that there is effective liaison with the awarding bodies, and that good practice can be identified and disseminated across the provision (paragraph 12) 	<p>Carry out overview of AMRs and external examiners' reports to identify good practice</p> <p>Programme Leaders (PLs) to report good practice to HESG</p>	June 2012	<ul style="list-style-type: none"> DQPI HE Co-ordinator PLs 	<ul style="list-style-type: none"> All relevant good practice disseminated to HESG All AMRs submitted to HE Co-ordinator by deadline 	HESG and then to QA(C)	Outcomes approved by QA(C)
<ul style="list-style-type: none"> the effective system for collecting, recording and using information on staff development (paragraphs 26, 43) 	Consolidate good progress made to date with populating CPD site	June 2012	PLs and HE staff	CPD records are up to date following sampling by PLs	QA(C)	Staff CVs submitted at revalidations indicate academic & vocational qualifications & experience match awarding body's requirements

<ul style="list-style-type: none"> the level of input from employers and its positive contribution to work-based learning (paragraph 28) 	VM & PD team to share best practice with HESG	November 2011	VM & PD team	Best practice passed on to HESG	QA(C)	Other programme teams explore best practice within own context & report back to HESG
<ul style="list-style-type: none"> the quality and quantity of the feedback on student work, which students describe as making a positive contribution to their learning (paragraph 39) 	PL Business & Management to discuss with HESG (a) how quality & quantity of written feedback are continually improved; (b) impact of use of 'drop box'	December 2011	PL Business & Management	<ul style="list-style-type: none"> Best practice delivered PLs report back to HESG 	QA(C)	Programme teams report back to HESG on aspects of best practice being taken forward
<ul style="list-style-type: none"> the range and quality of the college-wide support for students (paragraph 40) 	Continue to liaise effectively with Learner Support within all HE contexts	June 2012	PLs HE Co-ordinator Inclusive Learning Co-ordinator	All identified HE learners' needs are met	HESG	PLs to confirm to HESG that all such needs are being met
<ul style="list-style-type: none"> the wide range of methods employed to capture and respond to student feedback and evaluation (paragraph 41) 	Continue to capture and respond to students' feedback effectively Undertake review of methods so as to support continuous improvement	June 2012	DQPI HE Co-ordinator HESG	Feedback continues to be effectively captured, actioned & evaluated	QA(C)	Through Staff-Student Committees, students confirm they feel involved in data capture

<ul style="list-style-type: none"> the quality and range of high-calibre work experience provided for students on the FdA and BA Visual Merchandising and Promotional Design programmes (paragraph 48) 	VM & PD team to share best practice identified by IQER Review Team with HESG	November 2011	VM & PD team	Best practice communicated to HESG	QA(C)	Other programme teams investigate how best practice might be deployed within own context & report back to HESG
<ul style="list-style-type: none"> the range of alternative formats, such as large print and Braille, and the software that enables material on the website to be read aloud that is praised by students (paragraphs 51, 59). 	Ensure that all support needs relating to adaptive media are regularly maintained and updated	June 2012	PLs, Inclusive Learning Co-ordinator, Web/ e-learning Developer, Marketing Manager	All identified HE learners' needs are met	HESG	PLs to confirm & indicate that all supported HE students are having all related needs met
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"> consider whether replicating information specific to higher education in a separate document would more fully meet the stated aim of the Curriculum Review with regard to stakeholders 	Review the need for a separate document and respond to the findings	November 2011	DQPI, HEC, PLs	Review takes place and results in literature that clearly reviews the performance of College's HE curriculum and also anticipates future developments	QA(C) - January 2012	An annual document is produced that reports the College's HE performance and upcoming plans for further development

(paragraph 23)						
<ul style="list-style-type: none"> review its current procedures for disseminating information on student finance and amend them to provide a more comprehensive and streamlined source of information for its higher education students and the staff who support them (paragraph 31) 	<p>Review the current processes by which HE finance information is provided to learners (including plans relating to new fee structures from 2012/13 onwards) and respond to findings</p> <p>Key information in relation to HE finance to be discussed at the HE Steering Group</p>	<p>December 2012</p> <p>Ongoing</p>	<p>DCS, DPA, DQPI, HEC, SSM</p> <p>DQPI, HEC, PLs</p>	<p>Review takes place, resulting in recommendations that result in clear, consistent and accurate information being provided to learners</p> <p>Accurate information provided by HE staff to learners</p>	<p>QA(C) - March 2012</p> <p>QA(C) - March 2012</p>	<p>Learner feedback indicates satisfaction rates in excess of 90 per cent relating to the quality of HE financial advice provided by College staff</p>
<ul style="list-style-type: none"> consider whether adding the 'Strategy for Differentiation', currently only embedded within the Curriculum Review, to the existing 'Handbook for Teaching and Learning' would provide a more comprehensive, clear and accessible teaching and learning 	<p>Transfer the relevant material to the Teaching and Learning Handbook</p>	<p>June 2011</p>	<p>DQPI, T&LDM</p>	<p>Differentiation strategy contained in the Teaching and Learning Handbook from 2011/12 onwards and discussed during the T&L induction of new academic staff</p>	<p>QA(C) - September 2011</p>	<p>2011/12 New Starter questionnaire for staff provides satisfaction rates in excess of 90 per cent in relation to the quality of the T&L induction content relating to differentiation</p>

strategy (paragraph 35)						
<ul style="list-style-type: none"> consider implementing a system that identifies specifically the quality of teaching and learning on the higher education programmes to provide clear and separate information on this provision (paragraphs 37, 38) 	Review the current processes by which the quality of teaching and learning on HE programmes is analysed and reported and respond to findings	November 2011	DQPI, HEC, T&LDM	Recommendations produced and information relating to the quality of teaching and learning on HE programmes reported via the standard College mechanisms	QA(C) - September 2011 and every 3 months afterwards	The standard monthly College reports relating to the quality of teaching and learning also contain information specific to HE programmes
<ul style="list-style-type: none"> consider how the information on higher education could have a clearer focus, in both written information and on the website (paragraphs 50, 58). 	Review the current HE information publically available on the College website and in the College prospectus and respond to findings	November 2011	DQPI, DPA, HEC, MM, Web/e-learning Developer	Recommendations produced and implemented, leading to a clearer HE focus within the College marketing material that is publically available	QA(C) - September 2012	Learner feedback indicates satisfaction rates in excess of 90 per cent for the quality of HE information publically available

Abbreviations used in action plan

AMR	Annual Monitoring Report
PL	Programme Leader
HESG	Higher Education Steering Group
DQPI	Director of Quality and Performance Improvement
QA(C)	Quality Assurance (Curriculum) Committee
CPD	Continuing Professional Development
HE	Higher Education
CV	Curriculum Vitae
VM & PD	Visual Merchandising and Promotional Design
HEC	Higher Education Co-ordinator
DCS	Director of Corporate Services
DPA	Director of Participation
SSM	Student Services Manager
T & LDM	Teaching & Learning Development Manager
T & L	Teaching & Learning
MM	Marketing Manager

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