

Integrated quality and enhancement review

Summative review

May 2010

Lancaster and Morecambe 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 Lancaster and Morecambe College carried out in May 2010

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 agreement, for the standards of the awards it offers on behalf of its awarding body. The team also considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreement, 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 work of the Higher Education Development Group is an effective part of the College's quality assurance processes by providing a thorough evaluation and extensive discussion of the provision, including a careful consideration of the reports it receives
- the College's highly active participation in the awarding body's partnership scheme ensures it is meeting the requirements of the University and benefiting from meetings with other colleges
- the extensive range of enrichment activities provided for students in both Foundation Degrees, including international work experience, and the additional qualifications to support students' professional development in the FdA Sports Coaching
- the College has effective processes for identifying and making accessible the learning resources needed to enhance students' learning experiences.

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:

- include references to higher education in its Quality Improvement Plan
- standardise the presentation of its progression data
- make more reference to higher education in its process for the observation of teaching.

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 Lancaster and Morecambe 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 the University of Central Lancashire. The review was carried out by Ms Maz Stewart and Mr Nicholas Wiseman (reviewers), and Mr Philip Markey (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. The College elected not to have a Developmental engagement. The review was conducted by a desk-based study. 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 Lancaster and Morecambe College is a medium-sized college of further education serving the communities of North Lancashire, South Cumbria and the western edge of North Yorkshire, but in particular the City of Lancaster. The College's mission is 'providing Lancaster and Morecambe and surrounding communities with an outstanding student experience fulfilling academic, personal and employment goals'. The College is located on a single campus in Lancaster. It is a member of the Lancashire Lifelong Learning Network, which was launched in 2009.

5 There are approximately 1,300 full-time equivalent 16-18 year-old students. For higher education, there are 86 full-time equivalent students (FTEs) comprising 34 full-time students and 104 part-time students. The provision is in three main areas: childcare, education and sports coaching.

6 The higher education programmes at the College funded by HEFCE are listed below, under the awarding body and with FTEs in brackets.

Validated by the University of Central Lancashire:

- FdA Integrated Education & Care of Children & Young People (part-time) (7.5)
- Postgraduate Certificate/Certificate in Education (part-time) (44.5)
- FdA Sports Coaching (full-time) (34).

Partnership agreements with the awarding body

7 The College has a formal partnership agreement with the University of Central Lancashire and delivers its higher education provision within the University's Partnership Network, which includes 15 colleges in the region.

Recent developments in higher education at the College

8 The most recent development of higher education at the College is the introduction of the Foundation Degree in Integrated Education & Care of Children & Young People in 2008. The College is also validated to run a Foundation Degree in Creative Media Design, but has not yet been able to recruit to this programme. Work is underway for a new Foundation Degree in Seaside and Coastal Tourism and Management. Local employers, together with the Sector Skills Council and the Tourism Association, have been involved in this development. The College's involvement in delivering higher education is to be re-evaluated by the College's Senior Management Team and the Board of Corporation, as part of a review of its mission and strategic direction.

Students' contribution to the review, including the written submission

9 Students studying on higher education programmes at the College were invited to present a submission to the Summative review team. The Director of Quality Improvement and Marketing wrote the document, which was based upon the evidence of focus groups and a short survey of student opinion. The document was approved by student representatives and shared with all higher education students. The submission is generally positive, with strengths identified in teaching, student support, clear assessment, constructive feedback on assignments and good learning resources in sport. The review coordinator and an assistant director from QAA met with representative students at the preparatory meeting for the review.

B Evaluation of the management of HEFCE-funded higher education

Core theme 1: Academic standards

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

10 The College has a well-defined management and reporting system for its higher education provision. The Deputy Principal line manages the Director of Quality Improvement and Marketing, who takes ultimate responsibility for ensuring the implementation of quality procedures. Strategic responsibility lies with the College's Higher Education Coordinator, who reports to the Senior Management Team. Operational responsibility for management of higher education programmes is delegated to the heads of faculty and then to the relevant programme area manager. The Higher Education Coordinator and programme managers also attend meetings at the University and ensure annual programme evaluation reports are completed, with action plans for improvements. The Higher Education Coordinator sits on the University's Partnership Forum, which meets once per term. There is a College meetings calendar that provides a clear schedule for quality assurance meetings. The college's responsibilities for the management and quality assurance of higher education programmes are clearly set out in the partnership agreement with the University.

11 The College manages its higher education provision through the Higher Education Development Group. There is extensive membership including the Principal, Deputy Principal, the Higher Education Coordinator, all heads of faculties and the Director of Quality Improvement and Marketing. Membership also includes programme managers, the Lifelong Learning Network Progression Champion, the Student Services Manager and the Learning Centre Manager. The Group is responsible for strategic planning. It meets once each term and reports to the governing body. It has a comprehensive standing agenda including the Higher Education Coordinator's report, the Partnership Forum, learning and teaching, updating Foundation Degrees and issues raised by students. The minutes of the Higher Education Development Group's meetings indicate a thorough evaluation and extensive discussion of its business. The work of the Higher Education Development Group is an effective part of the College's quality assurance processes by providing a thorough evaluation and extensive discussion of the provision, including a careful consideration of the reports it receives, and is good practice.

12 There is a clear process for dealing with reports on the higher education provision. An annual monitoring report is written by each programme area. This is a comprehensive review that encompasses comments from the external examiner and the programme's subsequent responses. These reports are sent to the University. The reports also contribute to the Annual Higher Education Self-Assessment Report prepared by the Principal. The report goes to the governing body. All reports generate action plans that are carefully monitored during the year.

13 Student evaluations are used in the quality process. Students fill in satisfaction questionnaires for both the College and the University. There are questionnaires to complete after induction, mid-programme, and on completion of the programme. College staff respond promptly to issues and write reports on student evaluations. For instance, the timing of feedback on assessment to students is to be reviewed at the end of this session. These reports play a key role in the annual monitoring reports and any subsequent action plan. There are student representatives on College committees and on the governing body.

14 The College's assessment strategy for higher education fully adopts the University's policies for assessment. Handbooks for students and staff set out clear information on programme aims and objectives, the learning outcomes and include grading criteria. There are robust procedures for internal verification and moderation. External moderation events are held twice each year to assure the standards of assessment. Moderation at a 10 per cent sample rate is internally verified before going to the University for final moderation. The practice of bringing all college partners together with the University adds to the thoroughness of the procedures. The team was able to scrutinise samples of student work. In all cases written feedback is thorough and students are achieving the intended learning outcomes. External examiners' reports are dealt with efficiently. They are passed from the Higher Education Coordinator to the programme managers and action plans are developed. These reflect the external examiners' oral comments, which enable the College to differentiate comments applying specifically to its programmes from the more generic written comments in the reports for the colleges in the Partnership. Following this process, the Higher Education Strategy Group and Senior Management Team receive the information on the reports.

15 The College has produced a higher education strategy that sets out a clear vision of its plans for developments. It serves as a context for the management of higher education and refers to the development of higher skills, part-time and flexible provision and progression routes. It also seeks to promote research activities that have value for the business and academic community. The strategy is in line with the College's partnership arrangements.

There is also a Quality Improvement Plan, but this does not include any reference to higher education. It is recommended as desirable that the College's Quality Improvement Plan should make reference to higher education. However, the College was able to point to examples of how it has enhanced its higher education programmes.

What account is taken of the Academic Infrastructure?

16 The programmes are written by the University in accordance with the *Code of practice* and other parts of the Academic Infrastructure. These are reflected in the appropriate programme and module descriptor statements. Programme specifications and handbooks for awards clearly reflect the level descriptors identified in the FHEQ. The University produces a generic programme handbook that is amended at the College to reflect the local context. All these documents provide evidence that account is taken of the Academic Infrastructure. Staff are provided with copies of all relevant University documentation and have access to training that includes aspects of the Academic Infrastructure and its application.

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?

17 The College's partnership agreement with its awarding body clearly defines the College's responsibilities for its higher education provision. The provision is delivered through the University's Partnership Network, which consists of eight and 15 colleges, for sport and education respectively. The University is responsible for programme design, assessment regulations, annual evaluations and overall academic standards. The College is responsible for learning and teaching, marking and feedback, learning resources and internal monitoring of standards and quality. Regular partnership meetings, such as the Partnership Network Course Boards, ensure liaison and communication between the University and the College. The College has positioned itself within and benefits from such a well-established network.

18 The College assures itself that it is fulfilling its obligations to ensure that the standards meet the requirements of the University through the Partnership Network Course Boards, adhering to the assessment regulations and producing its annual monitoring reports. The College is well represented at the University Partnership Forum committees and programme team meetings. This ensures effective communication and sharing of information to enhance the provision. Course managers liaise regularly with their counterparts at the University. The University holds programme committees for all partners in its network to ensure the management of standards. For example, in the FdA Sports Coaching, the University holds regular team meetings to relate new or changing programme details to partner colleges' programme teams. The Partnership is a strong developmental body and the College's highly active participation in the awarding body's partnership scheme ensures it is meeting the requirements of the University and benefiting from meetings with other colleges. This is good practice.

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

19 The University provides extensive staff development opportunities and College staff take up these opportunities. Staff are provided with copies of all relevant University documentation and have access to training. The College receives regular updates and information from the University's Advancement Unit and regular communication from the University's Academic Quality Department. Opportunities are also provided and used by the

College from the University's Learning and Development Unit. The University's staff development opportunities are open to College staff. There are 50 per cent discounts on fees for postgraduate study. Two staff members from the FdA Integrated Education & Care of Children & Young People programme are undertaking master's programmes. Two more are enrolled on a programme leading to Early Years practitioner status. An example of take-up of staff development opportunities comes from teacher education, where all staff tutors have attended the annual two-day partnership conference for the past two years. There are similar partnership-wide development days in sport, where College staff and their peers from other colleges in the University's network review modules and assessments.

20 The College has a staff development policy and encourages its staff to engage in developmental activities. The College sets strategic targets and identifies the training needs of its staff delivering higher education programmes. Professional development needs are identified in a number of different ways, including individual staff reviews, lesson observations, the annual staff survey and the developmental planning process. Staff are able to identify training requirements linked to their teaching roles and to their academic and practice development needs. All training requirements identified are incorporated into the College's programme and monitored by the Professional Development Manager. Recently, the College has become part of a pilot with Blackpool and The Fylde College to develop and promote scholarly activities and participate in the Higher Education Academy. College-wide staff development days encourage staff to share external training and good practice. Recently, this has included good practice in the use of interactive whiteboards and increased use of e-learning and the College's virtual learning environment.

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

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?

21 The management of the quality of learning opportunities is similar to that for academic standards as described in paragraphs 10 to 13. The Higher Education Development Group has oversight of the quality of learning opportunities. Programme managers are responsible for ensuring the quality of learning opportunities for individual programmes. All internal and awarding body reviews make reference to learning opportunities. Partnership Network meetings raise matters concerning progression, specialist resources and learning and teaching. External examiners comment positively on learning opportunities. Student questionnaires include questions on learning opportunities. Overall, the College carries out its delegated responsibilities effectively through its clear management and reporting arrangements.

What account is taken of the Academic Infrastructure?

22 The programmes are written by the University in accordance with the *Code of practice* and other parts of the Academic Infrastructure. These are reflected in the appropriate programme and module descriptor statements. Programme specifications and handbooks for awards clearly identify learning opportunities, the range of student support and availability of learning resources. The University produces a generic programme handbook that is amended at the College to reflect the local context and it makes reference to learning, student support and resources. All these documents provide evidence that account is taken of the Academic

Infrastructure as it relates to learning opportunities. For example, account is taken of the *Code of practice, Section 9: Work-based and placement learning*.

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

23 How the College fulfils its obligations to its awarding body is described in paragraphs 17 and 18. The Partnership Network arrangements and the College's internal quality processes provide the main means for ensuring that students receive appropriate learning opportunities. Operational management and evaluation of the programmes clearly articulated and undertaken through a cycle of meetings at programme, college and awarding body level. Partnership committee meetings are university-based and ensure a rigorous monitoring of standards across the Partnership. The College itself has a comprehensive and thorough annual internal review of its provision, with reference to its obligations for the students' learning opportunities.

24 Opportunities for articulated progression routes are available at the University. The College ensures that students are aware of these opportunities. The University also encourages students to take up progression opportunities; for example, students completing an undergraduate award with the University receive a 20 per cent discount when they enrol on a master's degree. Students reported that University staff visit the College to inform them of their articulation rights. Progression can also take place to other institutions. Education students may progress to a master's programme at Kendal College. Students on the FdA in Integrated Education & Care of Children & Young People normally progress to qualifications at either the University of Central Lancashire or Lancaster University. The FdA Sports Coaching promotes the 'Moving On' events organised by the Partnership Development Office for students. The College's sports students participate in the Foundation Degree Partnership Network inter-college sports championships to engage students with peers studying on university programmes.

25 The College's progression and achievement data demonstrate that it is providing appropriate learning opportunities. Recruitment, retention and achievement rates are high, with appropriate numbers progressing to higher levels of study on completing their studies at the College. However, to improve the clarity of the data, it is recommended as desirable that the College presents the information in a standardised format.

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

26 The College does not have its own Learning and Teaching Strategy for higher education, but relies on the University's strategy. Programme specifications clearly set out the learning and teaching methods for each programme. The College monitors the standard of classroom teaching through a two-tier system. Staff members take part in peer observations and the Head of Faculty undertakes an annual graded observation. A proportion of the graded observations are dual observations with a member of the Senior Management Team or an external consultant. The process is mainly further education-based and does not make specific reference to higher education. The success of the teaching and learning is monitored by the joint moderation days that take place within the Partnership Network. It is recommended as desirable that the College's process for the observation of teaching should make more reference to higher education.

27 The College also uses student evaluations to assure itself that teaching and learning is being maintained and enhanced. Students comment favourably on the high quality of classroom teaching and note the academic support they receive after class sessions. In their

written submission, students said that as a result of good teaching they are making progress and developing employability skills. At their meeting with the team some students commented that because of staff absences they were left without a tutor for some time. The College has set in place a method for ensuring that staff absences are covered.

28 All programmes are vocational in nature and have relevance to local, regional and national employers, who are consulted about the programmes. This also involves the development of work-based learning. Links with employers are crucial to ensure that students receive appropriate learning opportunities. In the case of the FdA in Integrated Education & Care of Children & Young People, there is continuous engagement with employers, since the students are involved in placements. There are meetings of placement providers to ensure that students have appropriate learning experiences. The vocational emphasis is endorsed by students, who found the work-based learning opportunities to be excellent, especially as they are well supported by effective mentoring. Students also benefit from work and learning experiences abroad in the Czech Republic, Hungary, Poland and Russia. For sports coaching students, there are enrichment opportunities through the acquisition of additional qualifications. The extensive range of enrichment activities provided for students in both Foundation Degrees, including international work experience, and the additional qualifications to support students' professional development in the FdA Sports Coaching are good practice.

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

29 Admissions and induction processes are well organised and appreciated by students. The College's student services offer a wide range of support including impartial and confidential careers guidance, funding and legal and personal counselling by suitably qualified and experienced staff. Students requiring additional learning support are identified at enrolment in order to establish support arrangements prior to the commencement of the programme of study. Initial assessment of student needs is part of the College's recruitment and selection process. There is a formal assessment of literacy and numeracy, and where a need is identified individual learning plans are developed. Students are informed at induction of the availability of additional learning support, together with assistance with student loans.

30 Academic tutorial support is valued by students and is timetabled for all programmes. For example, tutorials for the FdA in Integrated Education & Care of Children & Young People involve one-to-one activities and group-based sessions. These sessions incorporate progress files and explicitly engage students in career planning. The teacher training programmes have 42 trained and certificated mentors to support learners on placement. For all students, tutorials are used to set targets which are monitored through the completion of action plans. Tutorial guidance is produced by the College and monitored by the cross-college Support for Students Committee.

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

31 Staff development is also described in paragraphs 19 and 20. All College staff have an annual review, during which training needs are identified. Observation records feed into the review process. Staff continuous professional development records are held centrally in the College. The University offers professional staff development days and provides opportunities for professional development. Programme staff have commented on the positive impact these arrangements have had on enhancing the student learning experience as updated academic skills and professional knowledge/skills became incorporated into programme delivery. Mentoring by senior staff is used as a developmental activity for teaching staff.

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?

32 The College has a robust system for ensuring that learning resources are available and accessible. Students expressed positive views on the quality of resources, with the Learning Resource Centre providing a sufficient range of books, journals and e-journals. The Higher Education Development Group discusses learning resources, and programme reviews, external examiner reports and student feedback are used to monitor the appropriateness of learning resources.

33 There are several examples of how well the College has enhanced its learning resources. There has been increased and effective use of the virtual learning environment to support programme management and programme delivery. Students are now able to access programme materials both on and off-site. Students reported that, while they welcomed these developments, it is largely left to individual tutors to decide how much they made of this resource. There are several examples of the College identifying resource needs. A room has been equipped with wireless laptops, and additional library books and netbooks have been added. There is a new sports performance laboratory, performance analysis software and high definition video cameras. The College has effective processes for identifying and making accessible the learning resources needed to enhance students' learning experiences.

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 body 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?

34 The College is responsible for its higher education prospectus and associated marketing materials. These are well produced, clear and informative for students. The College provides students with a survival guide and a welcome pack. All this information is accurate and complete. The remaining public information is produced with the awarding body and involves cooperation with the Partnership. This includes programme specifications, which are approved during validation events. Accurate progression information and guidance is included in public information. In the sports network a specific progression event has been established to supplement this information.

35 Public information on higher education programmes is available through the college website. The College is responsible for its website. This provides easy access through its webpages to a comprehensive range of information on higher education. This includes programme broadsheets and handbooks, with information on the programme aims and content. There is also helpful information about admissions. Students indicated the higher education information available was very informative.

36 Student handbooks emanate from the University but are enhanced with College-specific information. The handbooks are well structured and informative, providing clear information as to programme content, assessment methodology, grading criteria and suggested reading. These are well received by students. Tutors also receive handbooks that complement those given to students, so ensuring comparability of information and promoting transparency in programme delivery and methodology.

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?

37 The respective responsibilities for public information are defined in the partnership agreement. The University and the College work effectively together to ensure the accuracy and completeness of information. The College prepares publicity materials in line with the guidelines issued by the University's Advancement Department. They are submitted to the Partnership Development Office for approval. Any proposed publicity materials for programmes in the process of being validated must be described as being subject to validation. The College's Marketing Officer regularly attends University meetings. Programme managers work with the College's marketing staff to ensure that all information is accurate and complete.

38 All programme handbooks and programme specifications are the joint responsibility of the University and the College. Marketing materials are produced by the Marketing and Communications Manager in liaison with higher education course managers. The College is also represented on University committees for scrutinising marketing materials. The materials are checked by programme leaders, heads of faculties, the Deputy Principal, the Director of Development and the Director for Quality Improvement and Marketing through formal faculty review meetings.

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

39 As the total full-time equivalent students funded by HEFCE at the College is less than 100, in accordance with the published review method, the College elected not to take part in a Developmental engagement.

D Foundation Degrees

40 The College offers two Foundation Degrees, the FdA Sports Coaching and the FdA Integrated Education & Care of Children & Young People. The Sports Coaching programme recruits well with 34 FTEs. The Education & Care of Children & Young People programme has 7.5 FTEs. The College is also validated to run a Foundation Degree in Creative Media Design but has not yet been able to recruit to this programme. Work is underway for a new Foundation Degree in Seaside and Coastal Tourism and Management. Local employers, the Sector Skills Council and the Tourism Association have been involved.

41 The team's findings and conclusions relate to all the College's higher education provision, including Foundation Degrees, that it offers on behalf of its awarding body.

E Conclusions and summary of judgements

42 The Summative review team has identified a number of features of good practice in Lancaster and Morecambe 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 body. This was based upon discussion with staff and students and scrutiny of evidence provided by the College and its awarding body, the University of Central Lancashire.

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

- the work of the Higher Education Development Group is an effective part of the College's quality assurance processes by providing a thorough evaluation and extensive discussion of the provision, including a careful consideration of the reports it receives (paragraph 11)
- the College's highly active participation in the awarding body's partnership scheme ensures it is meeting the requirements of the University and benefiting from meetings with other colleges (paragraph 18)
- the extensive range of enrichment activities provided for students in both Foundation Degrees, including international work experience, and the additional qualifications to support students' professional development in the FdA Sports Coaching (paragraph 28)
- the College has effective processes for identifying and making accessible the learning resources needed to enhance students' learning experiences (paragraph 33).

44 The team also makes some recommendations for consideration by the College and the awarding body.

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

- include references to higher education in its Quality Improvement Plan (paragraph 15)
- standardise the presentation of its progression data (paragraph 25)
- ensure that its process for the observation of teaching makes more reference to higher education (paragraph 26).

46 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 body.

47 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.

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

Lancaster and Morecambe College action plan relating to the Summative review: May 2010						
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 Development Group is an effective part of the College's quality assurance processes by providing a thorough evaluation and extensive discussion of the provision, including a careful consideration of the reports it receives (paragraph 11) 	Present an overall College higher education self-assessment report in line with the College's quality cycle in the documents to the first meeting of the Higher Education Development Group each year.	December 2010	Higher Education Co-ordinator	Committee validation	Higher Education Committee and Curriculum and Standards Board	The IQER action plan will be reviewed and presented at each HE Committee meeting until it is complete. Aspects will be incorporated into the new HE self-assessment document which will be evaluated by the HE Committee, senior management and College governors.

Lancaster and Morecambe College action plan relating to the Summative review: May 2010

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> the College's highly active participation in the awarding body's partnership scheme ensures it is meeting the requirements of the University and benefiting from meetings with other colleges (paragraph 18) 	<p>To continue to participate in the partnership scheme and meetings with colleagues.</p>	<p>Ongoing annual meetings with partners</p>	<p>Programme teams</p>	<p>Annual reports from awarding body</p>	<p>Higher Education Committee and Curriculum and Standards Board</p>	<p>The awarding body reports on the work of the partnership scheme and discusses issues with the partner colleges.</p>
<ul style="list-style-type: none"> the extensive range of enrichment activities provided for students in both Foundation Degrees, including international work experience, and the additional qualifications to support students' professional development in the FdA Sports Coaching (paragraph 28) 	<p>The College will provide opportunities for international work experience and for the gaining of coaching qualifications on an annual basis relevant to the individual needs and interests of the student groups.</p>	<p>September 2010 to May 2011</p>	<p>Foundation Degree course tutors</p>	<p>High levels of student satisfaction and vocational experience and the achievement of additional National Governing Body qualifications</p>	<p>Monitored by HE Committee via self-assessment</p>	<p>The IQER action plan will be reviewed and presented at each HE Committee meeting until it is complete. Aspects will be incorporated into the new HE self assessment document which will be evaluated by the Committee,</p>

Lancaster and Morecambe College action plan relating to the Summative review: May 2010						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
						senior management and College governors.
<ul style="list-style-type: none"> the College has effective processes for identifying and making accessible the learning resources needed to enhance students' learning experiences (paragraph 33). 	Further Moodle (virtual learning environment) developments will be made in order to strengthen out-of-contact learning.	December 2010	HE course leaders	Module Evaluation Questionnaire results and cross-college moodle audits	HE Committee and via self-assessment processes	The IQER action plan will be reviewed and presented at each HE Committee meeting until it is complete. Aspects will be incorporated into the new HE self assessment.

Lancaster and Morecambe College action plan relating to the Summative review: May 2010						
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"> include references to higher education in its Quality Improvement Plan (paragraph 15) 	A College HE self-assessment report will be produced, aspects of which will be included in the College Quality Improvement Plan.	November 2010	HE Co-ordinator and Director of Quality Improvement	Validated self-assessment report	HE Committee, Senior Management Team, College Curriculum and Standards Committee and Board of Governors	Document which will be evaluated by the Committee, senior management and College governors.
<ul style="list-style-type: none"> standardise the presentation of its progression data (paragraph 24) 	Data from all College HE provision will be collated and presented in a standardised format in a College HE self-assessment report.	November 2010	HE Co-ordinator and Director of Quality Improvement	Validated self-assessment report	HE Committee and via College self-assessment report	The IQER action plan will be reviewed and presented at each HE Committee meeting until it is complete. Aspects will be incorporated into the new HE self-assessment document which will be

Lancaster and Morecambe College action plan relating to the Summative review: May 2010						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
						evaluated by the Committee, Senior Management Team and College governors.
<ul style="list-style-type: none"> ensure that its process for the observation of teaching makes more reference to higher education (paragraph 26). 	Review the observation pro-forma to reflect HE if appropriate.	November 2010	HE Co-ordinator and Director of Quality Improvement	Reviewed and amended observation form.	HE Committee	The IQER action plan will be reviewed and presented at each HE Committee meeting until it is complete. Aspects will be incorporated into the new HE self-assessment document which will be evaluated by the Committee, Senior Management Team and College governors.

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