QAA

Integrated quality and enhancement review

Summative review

November 2009

Rotherham College of Arts and Technology

SR47/2009

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 Rotherham College of Arts and Technology carried out in November 2009

As a result of its investigations, the Summative review team (the team) considers that there can be **confidence** in Rotherham College of Arts and Technology's (the College) 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 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 extensive involvement of external practitioners in the design and delivery of higher education programmes significantly aids students' career development

- the College's highly effective and consistently applied assessment, internal verification and moderation processes make a strong contribution to the assurance of standard

- the College's strong engagement of staff teaching on higher education programmes in a range of benchmarking activities with other regional further education colleges. These significantly strengthen the implementation of the Academic Infrastructure across the range of higher education provision

- the students' learning opportunities are much enhanced by a well-developed and responsive academic support structure, the helpfulness and accessibility of staff and a highly effective personal tutoring system.

Recommendations

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

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

- provide more detailed, evaluative discussion of the progression, achievement and learner voice data relating to the higher education programmes, and report this discussion fully and accurately in the annual quality review documents

- implement the Edexcel assessment board regulations consistently across its provision.

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

- provide within induction, and at appropriate points during the delivery of the curriculum, further information to students concerning the nature of the awarding bodies' learning resources available to them, emphasising the benefits of these links with the validating university

- review the adequacy of resources available across the provision to support and validate the College's action plan responding to issues raised by students

- consider generally the quality of the higher education experience of students on programmes with very low numbers

- develop and confirm the College's e-learning strategy, to enhance further the learning experience of higher education students.

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 Rotherham College of Arts and Technology (the College). The purpose of the review is to provide public information about how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes which the College delivers on behalf of Edexcel, the University of Huddersfield and Sheffield Hallam University. The review was carried out by Ms Colette Coleman, Mr Russell Kinman and Mr Wayne Isaac (reviewers), and Dr Chris Amodio (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*, published by QAA. Evidence in support of the Summative review included documentation supplied by the College and awarding bodies, meetings with staff, students, employers and partner institutions, reports of reviews by QAA and from inspections by Ofsted. In particular, the team drew on the findings and recommendations of the Developmental engagement in assessment. A summary of findings from this Developmental engagement is provided in Section C of this report. The review also considered the College's use of the Academic Infrastructure, developed by QAA on behalf of higher education providers, with reference to the *Code of practice for the assurance of academic quality and standards in higher education (Code of practice)*, subject and award benchmark statements, *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ), and programme specifications.

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

4   Rotherham College of Arts and Technology is a medium-sized College formed in the 1930s, merging with Rother Valley College in 2004. It offers wide-ranging provision including further education programmes for the 14 to 19 year-old age group and adults, employer engagement and a relatively small amount of higher education provision. It serves the Metropolitan Borough of Rotherham and attracts students from areas of substantial economic and social deprivation. The College currently operates on two main campuses, one in the town centre and the other being the Rother Valley Campus in Dinnington, although extensive rationalisation and rebuilding plans are currently on hold.

5   In the academic year 2009-10, there are 304 students, of which 296 are studying part-time, following higher education programmes funded by HEFCE across the faculties of Professional Studies, Creative Studies and Technology; this corresponds to 175 full-time equivalents. The mode of delivery varies between programmes. Some 6,500 students are currently enrolled within the College's further education provision.

Higher education provision at the College

6   The College offers the following programmes funded by HEFCE, in conjunction with Edexcel and two local universities:

Validated by Edexcel

- Higher National Certificate (HNC) Construction (6.5 full-time equivalents (FTE))

- HNC Business (5.5 FTE)

- HNC Computing (2 FTE)

- HNC Electrical/Electronic Engineering (13 FTE)

- HNC Manufacturing (15 FTE)

- HNC Operations Engineering (31.5 FTE)

- Higher National Diploma (HND) Computing (34 FTE)

Validated by the University of Huddersfield

- Certificate in Education (CertEd)/Professional Graduate Certificate in Education (PGCE) (35 FTE)

- BA (Hons) Education and Training (14.5 FTE)

Validated by Sheffield Hallam University

- Foundation Degree (FdA) Performing Arts (18 FTE)

- FdA Graphic Design (15 FTE)

- FdEng Integrated Engineering*

- FdA Education and Learning Support** (2.5 FTE).

* Validated 2009, but failed to recruit.
** First intake January 2009.

Partnership agreements with the awarding body(ies)

7   The College works with one awarding body and two partner higher education institutions. There is a strong sense of partnership between the College and its partner institutions. Both universities support the effective management of their respective programmes having overall responsibility for quality and standards of the relevant award as detailed in the relevant memorandum of agreement. Liaison with the awarding universities is facilitated by appointment of link tutors (Sheffield Hallam University) and a Designated Academic Liaison Officer (University of Huddersfield). The partner institutions provide a wealth of documentation to support the relationships, and arrange relevant staff training events.

8   The two teacher training and education programmes are delivered through a consortium led by the University of Huddersfield. The four Foundation Degrees currently offered by the College are validated through Sheffield Hallam University. The College is a recognised centre for the delivery of Edexcel programmes, with all programmes funded directly by HEFCE.

Recent developments in higher education at the College

9   Since the Developmental engagement there have been significant changes in the central management of higher education programmes, together with further development of the higher education strategy. There has been considerable investment in new infrastructure and technology in 2009, and some £2 million in total has been invested in an improvement programme for the College's Curriculum Learning Centres. The College was unsuccessful in achieving its aim of building a new Town Centre Campus following the inability of the Learning and Skills Council to meet all capital requests from across the further education sector. Two new Foundation Degree programmes have been developed and validated in 2008-09. The programme in Education and Learning Support had a first intake in January 2009, but the Integrated Engineering programme, which was designed to involve the College, validating university and employers in a synergistic partnership, failed to recruit. The titles of some of the HNC/D programmes have been revised.

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 team. The submission was drafted following a number of focus group sessions with a sample of higher education students across the relevant faculties, including those studying in both full and part-time mode. Heads of faculties facilitated focus groups and a panel of four students currently following higher education programmes constructed the draft submission, identifying strengths and weaknesses of the provision under the headings of the three core themes. The student written submission was subsequently posted on the College's student portal for comment and discussion. The Manager, Higher Education, Quality Improvement and Staff Development, oversaw the whole process. In addition, the review coordinator explained the Summative review process with student representatives at the preparatory meeting, and the team had the opportunity to meet a representative group of students and discuss the higher education provision with them during the review visit.

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's higher education programmes are delivered in three faculty areas, each managed by a head. Within the faculties there are eight programme areas, each managed by a curriculum manager, supported by a deputy curriculum manager where provision is larger. Each programme has a curriculum leader. Some of the programmes and modules are offered at the partner universities, while others have been developed or adapted to meet local needs. There is evidence of substantial and productive partnership activity at all levels between the College and its awarding universities, including joint marking and moderation days which are used to ensure equivalent standards between the College and the universities. The management structure ensures effective management of higher education programmes and that the College meets its obligations outlined in the memoranda of agreement.

12 The College has a complex quality assurance procedure, which has recently evolved to ensure specific coverage of higher education at the Quality Improvement Committee. The Committee holds meetings with a specific focus and coverage of higher education. The quality assurance procedure is documented in a higher education quality system diagram, and terms of reference for the Quality Improvement Committee, Higher Education Strategic Group and the Higher Education Operational Group. These procedures are supported and managed by a newly-appointed Manager of Higher Education, Quality Improvement and Staff Development.

13 The Quality Improvement Committee, formerly the Academic Board, reports to the Quality and Standards Committee, a subgroup of the Corporation. The Quality Improvement Committee has a specific higher education data agenda item informed by work undertaken by the Higher Education Strategy Group and the Higher Education Operational Group. The College Quality Improvement Unit has recently been strengthened to play an important role in supporting quality assurance functions and summarise external examiners' reports and annual course reviews. There is evidence that quality assurance is being taken seriously by the College and the specific integration of higher education into its processes and procedures is evolving.

14 The College operates a series of review processes. The annual quality review is used by the College to demonstrate to itself and the awarding bodies that it is ensuring the quality and standards of the provision offered under their authority and is a formal requirement of the memorandum of agreement for Sheffield Hallam University. Curriculum leaders complete the annual quality review by using an appropriate range of data including module performance reviews completed by staff and students, and developing quality improvement plans which are monitored at team meetings.

15 With the exception of that required by the University of Huddersfield, which is produced by the Consortium, annual quality reviews are generally descriptive and lack evaluation and robust engagement with, and monitoring of, data. Student progression and achievement data for each programme is provided in the annual quality review. The self-evaluation report, which provides a summary for all programmes, is considered by the Quality Improvement Committee. There is little evidence that data is evaluated through the annual quality review process, and there are inconsistencies in data provided in the review and the self-evaluation report. Additionally, there is considerable scope for more detailed, evaluative discussion of the progression, achievement and learner voice data relating to the higher education programmes. This discussion should be fully and accurately reported in the annual quality review documents.

16 The annual programme reviews feed into the two annual faculty reviews, which in turn inform the College's self-assessment report, which in turn is also considered by the Higher Education Strategy Group. The self-evaluation constructed for this Summative review forms the first of the intended annual higher education self-assessment reports.

What account is taken of the Academic Infrastructure?

17 The Developmental engagement recommended that it would be desirable for staff to engage more fully with the Academic Infrastructure, making its use more formalised and explicit. A number of staff development events focusing on the Academic Infrastructure have been provided by a partner university and through a peer-review process with a regional further education college. Higher education staff have attended these and this has led to an increased awareness and active discussion of the appropriate level of module learning outcomes. Overall, staff demonstrate an increased engagement with the Academic

Infrastructure. Examples were given of continuing professional development sessions held to discuss modules against the FHEQ and self-assessment of practice against the *Code of practice, Section 3: Students with disabilities.*

18 The impact of the Academic Infrastructure is now clearly evident in procedures relating to the design, approval and delivery of higher education programmes. The documentation and the minutes of meetings relating to the design and development of Foundation Degrees reflect evident engagement with the precepts of the *Code of practice,* and the *Foundation Degree qualification benchmark.* Engagement with the FHEQ is evident in the development of Foundation Degrees, with its precepts clearly embedded in the process of curriculum development and reflected in related documentation.

19 The Developmental engagement also recommended that the College review the integration of work-based learning in the Foundation Degree programmes to ensure engagement with the *Code of practice, Section 9: Word-based and placement learning,* and the *Foundation Degree benchmark statement;* this has been carried out. For example, changes have been made to the work-based learning modules on the FdA in Performing Arts to enhance the student experience. Clear links are in place with a local employer who places students and delivers modules on the programme. The team regards the extensive involvement of external practitioners in the design and delivery of higher education programmes as good practice, significantly aiding students' career development.

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?

20 The College has established strong relationships with its validating partners. They provide a wealth of documentation, including programme handbooks, and identify a link tutor (Sheffield Hallam) or designated academic liaison officer (University of Huddersfield). These direct links to the awarding bodies play a crucial and effective role in support of the College in assuring the academic standards and enhancing the quality of its higher education provision.

21 Sheffield Hallam University considers annual quality reviews for its programmes. Link tutors are required to provide a commentary on the reports and follow up on areas of development with programme teams. For programmes validated by the University of Huddersfield, the annual quality review is followed up at consortium meetings with the Designated Academic Liaison Officer. For Edexcel programmes, each annual quality review has a quality improvement plan which is discussed and followed up in programme meetings. These plans do not always provide specific actions, and outstanding actions are not routinely discussed. The team recommends that the College implement the Edexcel assessment board regulations consistently across its Edexcel provision.

22 The College operates a thorough and well-understood internal verification process that considers the quality and standard of assignment briefs and marked assessments. This was considered a strength in the Developmental engagement and is commented on positively by external examiners in their reports. Overall, the College's assessment, internal verification and moderation processes are highly effective and are applied consistently across the provision, making a strong contribution to the assurance of standards.

23 External examiners are appointed by validating universities and the awarding body. The curriculum leader responds to their reports and the annual quality review comments on them briefly. Since September 2009, external examiners' reports are received and graded by the Quality Improvement Unit, which now also considers an overview report on issues and areas of good practice. This is in response to the Development engagement and enables the College to have a clear overview of areas for development and good practice.

24 Both validating universities convene and chair their respective examination board which College staff are required to attend. There are inconsistencies in examination board processes for Edexcel qualifications where some programmes hold a formal meeting and others an informal meeting.

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

25 The College and its validating partners have been active in providing staff development opportunities to support the maintenance of standards. In addition to development of the Academic Infrastructure, the partner institutions provide regular moderation and assessment days where staff critically compare approaches to assessment and marking. A number of higher education staff are completing higher level qualifications. The College has strongly engaged staff teaching on higher education programmes in a range of benchmarking activities with other regional further education colleges which provide higher education programmes. This strengthens the implementation of the Academic Infrastructure across the range of higher education provision.

26 The Higher Education Operational Group has a remit to share good practice and develop consistency. Staff have found this to be particularly valuable. For example, a working group has developed a handbook template for Edexcel programmes which has been implemented for 2009-10.

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?

27 At faculty level, operational management of the quality of learning opportunities is the responsibility of curriculum teams led by a curriculum leader who reports to the appropriate curriculum manager. Faculties monitor the effectiveness of programmes through regular team meetings at which programme progress is reviewed as well as curriculum development and student progress. Students are invited to these meetings but do not always attend. Annual quality reviews are designed to embody information on teaching and learning evaluation, and staff/student modular evaluation on the quality of student learning opportunities, but some of the reviews are not sufficiently evaluative of the quality of learning opportunities. The College is aware of this and is working with certain programme teams to make the review process more evaluative. There is also some inconsistency in the way data concerning student progression and achievement is presented and interpreted in the reviews.

28 With additional resources allocated to the Quality Improvement Unit, the College initiated a central analysis and evaluation of learning opportunities within all programme quality reviews in September 2009. This will be incorporated into the annual self-assessment for higher education. The first report is being produced in September 2010 and will allow the College to have an overview of the nature and consistency of learning opportunities provided across the higher education provision. The team recognised the importance of this development.

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

29 Responsibility for the recruitment of students rests with the College's central admissions system within the Student Services Unit. Appropriate guidance and counselling is offered at the pre-application stage initially through contact with one of the student advisers. Students are then referred to the appropriate programme admissions tutor. All students are invited for interview as part of the process. Some programme areas including the Foundation Degree in Education and Learning Support invite prospective students to an information event at the College where they can meet tutors and discuss the suitability of the specific programme. These events are highly valued by students, many of whom are mature and returning to study.

30 All students take part in an induction programme which is generally well planned and informative. Students report that the induction arrangements are well structured, of the right length, and make a significant contribution to their understanding of the resources available and the expectations of them as higher education learners. On both teacher training and performing arts programmes, new first-year students have some joint activities with those in the second year as part of the induction. This is of benefit to both cohorts, especially in helping new students to settle into the programme. Proposed improvements to the induction process include inputs from relevant learning support and diversity and equality specialist staff.

31 On some programmes students are not sufficiently well informed of the link arrangements with the partner university or their rights to access resources at that institution. The College recognises the need to provide further information to students concerning the nature of the awarding bodies' learning resources available to them. Clarification could usefully be made during the induction process, and at appropriate points during the delivery of the curriculum, to ensure that the benefits of the validating university links are emphasised.

32 At the beginning of their studies all students are issued with a programme handbook that provides information on programme aims and learning outcomes, administration, and assessment regulations. The content and depth of the programme handbooks tend to vary from one programme to another. The student handbooks and more detailed back-up documents are also made available on the virtual learning environment. All students have access, either within the handbook or on the virtual learning environment, to relevant policies relating to academic misconduct and mitigating circumstances.

33 Students are generally well informed about programme expectations, the way their programmes are assessed, and progression opportunities. The external examiner for the Edexcel HNC/D computing programme commented that assignment briefs are written to a good standard, address the overall aim of the programme and ensure that the objectives are met.

34 The Developmental engagement noted that there was good quality and effective feedback to students on assessment, both formative and summative, thus enhancing the learning experience. There are clear procedures on assessment deadlines and late submission of coursework. The internal verification procedures effectively reinforce the links between assignments and learning outcomes. The external examiner provides a final moderation of assessment decisions.

35 All Foundation Degree and Edexcel HNC/D award programmes include work-based learning modules and they operate well for part-time students who are sponsored by employers. Some part-time lecturers are practising industrialists, helping to ensure current vocational relevance of the student learning experience. Students are visited while in the workplace by their programme tutor as required. For students on the HNC engineering programmes, the tutors at the College liaise very closely with training managers within the various sponsoring companies, often coordinating the timing of practical workplace activities to develop the theory and skills currently being delivered at College.

36 All programmes are responsive to the needs of local, regional and national employers. Employers are consulted during the development of new programmes and have input to the modification of modules and programmes when appropriate to fit the needs of employment-based sponsored students. The Developmental engagement identified the need for the College to engage more fully with employers in the conception and design of work-based learning assignments. The College has made good progress to date. There are now effective links with employers on a range of programmes including engineering, graphic design, performing arts and teacher training, providing students with enhanced learning opportunities.

What account is taken of the Academic Infrastructure?

37 The College has worked closely with Sheffield Hallam University, helping to further the awareness of staff involved in the development of student learning opportunities and teaching higher education programmes of the importance of knowing about the Academic Infrastructure. For example, when reviewing and modifying programmes, teams will check that modules are still in line with the programme specifications and that work-based learning is still in line with the *Foundation Degree benchmark statement*, and with the *Code of practice, Section 9: Work-based and placement learning*.

38 Programme teams effectively differentiate assessment between levels 4 and 5 in line with the precepts of the *Code of practice, Section 6: Assessment of students*. The College is now reviewing its training and development process to allow a differentiated approach to higher education staff training and development, concentrating on knowledge of the Academic Infrastructure and creation of policies for maintaining academic standards and enhancing the quality of the student experience.

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

39 The College has comprehensive systems in place to ensure that the quality of teaching is maintained and enhanced. It is an expectation of the validating partners that those teaching at the higher level are qualified to the level above that at which they will be delivering. The College adheres to this policy, with the small number of higher education staff not yet suitably qualified currently undergoing higher-level study as part of their continuing professional development. All teaching staff are teacher trained and well qualified in their subject areas.

40   The focus of formal teaching observations, through the Teaching and Learning Observation Team, is to provide an audit of teaching quality in constituent curriculum areas. In 2008-09 all of the observations of staff who were teaching higher education programmes were graded 'good' or better. The College is currently exploring the potential of conducting differentiated teaching and learning observations for its higher education provision. This is expected to involve the use of peer observations as a way of sharing good practice across the curriculum.

41   An appropriate variety of teaching and assessment methods is used to accommodate different learning styles and vocational areas, and teaching quality is rated highly by students and external examiners. Students on the CertEd/PGCE programme comment that staff are extremely supportive and knowledgeable, and encourage students to achieve to their full potential. They felt that the programme had challenged them academically and enabled them to improve their skills and knowledge. The feedback from external examiners on the nature of learning opportunities and the quality of assessment practices across the whole provision is positive.

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

42   The College has taken action to strengthen the system for ensuring that student concerns about the quality of learning opportunities are identified and acted upon. All higher education programmes offer the opportunity for students to elect programme representatives. Programme representative and student focus groups take place twice each year. On some programmes, however, these representatives are not very active and seem to see the process as having little impact. In addition, students complete end-of-module evaluations that inform the programme review process. The Principal chairs a college-wide Learner Voice and Influence Group, a forum of academic and support staff, and receives feedback arising from interviews with students engaged in both further and higher education programmes.

43   Student cohorts on many programmes are relatively small so staff tend to know the views of students through personal contact on a day-to-day basis. However, this does not always lead to students' grievances being resolved to their satisfaction within a reasonable timescale. Action taken as a result of student feedback includes the adjustment to the assessment mode in one of the modules of the FdA in Performing Arts. The majority of students feel that their views are heard and acted upon.

44   Each full-time group of students is allocated a personal tutor with one hour allocated each week for group and individual tutorials. Group tutorials are conducted weekly. Individual tutorials are held at times appropriate to the particular programme, where individual learning plans are reviewed and progress monitored. In part-time teacher training programmes tutor support works particularly well, and is evidenced in the personal development portfolios maintained by all students. In addition, the one-to-one support around teaching observations is particularly valuable to students and enhances their personal development. Students are generally very satisfied with the academic support provided across all programmes, and with the personal tutoring system which encourages development of personal planning. They also appreciate the helpfulness and accessibility of staff. However, the HNC Mechanical Engineering students felt that a more structured tutorial programme would be beneficial.

45   The student support services are centrally managed and the Head of Student Services is a member of the Quality Improvement Committee. On most programmes students are screened at the start of the programme to identify if additional support might be needed. Effective systems are in place to monitor the needs of, and support for, higher education students during their studies, including additional specialist support for students with learning difficulties or disabilities.

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

46   The College has an ambitious strategy for staff development and has invested resources in the development of its staffing base through a range of internal and external staff development activities. It has received training from QAA during 2009 with conferences on 'Furthering HE in FE' and 'Engaging FE students in IQER'. The Higher Education Operational Group identifies future targeted staff development activities and helps staff involved with higher education to share good practice, enhancing the quality of teaching and learning across the higher education curriculum. For example, the College encourages staff to attend relevant continuing professional development events provided by the partner institutions to add value to the student learning experience.

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?

47   The College is urgently reviewing its accommodation strategy, and considering how best to improve the current building stock to meet the needs of the College as a whole. Enhanced accommodation for higher education programmes will be part of this overall strategy. The curriculum areas are generally well supported by specialist facilities. Recent development includes the provision of separate 'learning lounges' to help support staff in developing their skills using the latest digital equipment. Electronic links are available to a range of library and learning resources provided by validating partners.

48   Students appreciate these improvements to the learning centres. However, graphic design and computing students commented that the facilities were barely adequate for their needs. They also commented that software is not always up to date and often has restricted access. Students also feel that the infrastructure and furnishings on the Clifton site could be significantly improved. The College now has an action plan in place and is responding to these resourcing issues as raised in the student written submission, but could usefully review the adequacy of resources available across the provision.

49   In general, students benefit from small class sizes which result in a high level of individual attention. External examiners comment positively on the quality of the learning experience provided. However, students felt that the very low numbers on graphic design and performing arts programmes have a negative impact on the quality of the learning experience on some modules. The College may wish to consider in general the quality of the higher education experience of students on programmes with very low numbers.

50   Although there is some use made of the virtual learning environment on a number of programmes, it is not widely used to enhance the student learning experience. It is not College policy that teaching staff provide a virtual learning site to support the modules for which they are responsible, although many have done so. Different curriculum areas have adopted varied systems in order to meet the requirements of their students and subject areas. Where it is used more effectively, for example in the HNC/D Computing, students

submit assignments online and receive formative and summative assessment. The students value this development. Students on the teacher training programmes make good use of the electronic resources available from the University of Huddersfield and occasionally attend lectures at the University to enhance their experience.

51   The College recognises that higher education students would benefit from a more consistent approach to the incorporation of a range of e-learning methods to further enhance the learning experience. A College e-learning strategy is currently being redrafted. Development and confirmation of this strategy will further enhance the learning experience of higher education students. There is very good liaison between programme managers and Learning Resource Centre staff to ensure that adequate levels of central resources are available to support programmes. These resources are generally well used by students. However, students on some programmes are not aware of how they access materials from the link university.

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?

52   The College publishes a general mission statement and provides, for internal use, a separate strategy for the development of its higher education provision. The strategy document provides comprehensive, detailed strategic aims, supported by wide-ranging contextual analyses and statistical information. Information about academic standards and programme quality for the provision under review is provided by the university partners and Edexcel, and is available on the respective websites.

53   A higher education prospectus provides the primary source of public information about the College's higher education provision. An exact copy of the prospectus is available electronically on the College's website, together with additional information about the College itself. The prospectus is attractively produced, using high quality coloured paper and modern design techniques for print and layout. Full-page photography is used extensively. Information about the programmes, although brief, is presented in simple and clear format, with adequate detail to facilitate selection of programmes for which applicants are qualified.

54   The prospectus gives limited information about curriculum, delivery or assessment, but all applicants to higher education programmes are invited to an interview before recruitment is confirmed. As most students on the programmes under review have been recruited from feeder programmes offered by the College, tutor and other advice provided locally have been the primary sources of information about available programmes.

55   Programme handbooks are provided for all the higher education programmes. Students undertaking programmes validated under the partnership agreements use handbooks prepared by the universities concerned. These are comprehensive and informative, although some of the detail concerned with university provision may be of limited use to College students. Handbooks for the Edexcel programmes have recently been revised to fit a template designed by the College. These documents provide adequate, but limited, information to students about their programmes, and a second review is being undertaken by the College with the intention of improving the content further.

Programme specifications are included in the university-produced handbooks; the Edexcel handbooks refer students to the appropriate website. Reference is made in all programme handbooks to the centrally-provided College student handbooks which give details of support and other services offered.

56   The College is developing its virtual learning environment for use by staff and students. Where specific module sites are provided, these mostly include lecture notes, assessment details and other information to support delivery. One or two sites make further use of virtual learning to engage interactively with students. Some of the students met by the team recognised considerable benefit of being able to access programme materials from home and to interact online with tutors and staff.

57   Systems are in place to provide employers with information to support their engagement with students of the College. Employers are provided with details of relevant programmes and assessments, and are required to report in writing upon student performance. Although the formal systems are used appropriately, the employers met by the team asserted that very frequent informal contact with College staff helps ensure that work-based learning is delivered and monitored effectively.

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?

58   Responsibility for much of the information published about the programmes under review lies with the relevant awarding bodies. Appropriate reference is made in the College's documentation to allow stakeholders to access this information. To ensure the accuracy and completeness of internally provided information, drafts of the College prospectus are sent by the College's marketing staff to the universities for verification before publication, and the Edexcel programme handbooks are checked by the College's Quality Improvement Unit before publication. Although academic staff have primary responsibility for the content of their own virtual learning sites, they are also monitored by Learning Centre staff.

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.

C   Summary of findings from the Developmental engagement in assessment

59   The Developmental engagement in assessment at the College took place in May 2008. The review team included two institutional nominees. The lines of enquiry agreed with the College were as follows:

- how are consistent standards maintained across different curriculum areas, validating institutions/awarding bodies and tutors?

- what processes exist to ensure the quality of feedback to students on formative and summative assessment?

- is the information provided to students on assessment accurate and fit for purpose, and does it clearly identify the match between assessment and learning outcomes?

The scope of the Developmental engagement encompassed seven HNC programmes, one HND programme (Edexcel), two Foundation Degree programmes (Sheffield Hallam University), the CertEd/PGCE and the BA (Hons) Education and Training, both being part of the University of Huddersfield consortium comprising 27 further or higher education colleges.

60 The Developmental engagement identified several elements of good practice. A wide range of appropriate assessment methods is used, as noted by external examiners in their reports, which are considered in detail and acted upon. Both College and partner institutions provide opportunities for staff to develop understanding of assessment strategy. The higher education programmes are supported by an extensive framework of detailed policies and procedures to clarify assessment and verification methodology, leading to effective and detailed feedback to students. Student opinion is taken very seriously, and is canvassed through numerous pathways. Public information was found to be accessible and user-friendly, programmes of study being well supported by detailed and informative handbooks, including necessary information on assessment.

61 The College was advised to review the integration of work-based learning within Foundation Degree programmes to ensure greater engagement with the Academic Infrastructure. It would be desirable for the College to identify further opportunities to disseminate good practice across the entire higher education curriculum areas, and to consider methods for considering annual reports and external examiners' reports at a cross-college level. More use could have been made in consideration of progression and achievement statistics to compare and contrast academic standards across all programme areas, thus facilitating an evaluation of the College's quality enhancement procedures.

D Foundation Degrees

62 The College currently offers four Foundation Degree programmes, all validated by Sheffield Hallam University. The first Foundation Degree to be offered by the College, Performing Arts, enrolled students in 2005, followed a year later by Graphic Design. Since the Developmental engagement, two further Foundation Degree programmes have been validated. The FdA in Education and Learning Support recruited its first students in January 2009, but the programme in Integrated Engineering failed to recruit when first offered in September 2009. The College attributes this to the effects of a deepening recession throughout South Yorkshire, leading to training development plans of key collaborative employers having to be shelved. The College's portfolio of Foundation Degrees is under review, with intended developments reflecting local and national socio-economic needs.

63 All of the Foundation Degrees have difficulties with recruitment, a factor that has significantly affected the ability of the College to offer a wholly balanced learning experience to the students concerned. On the one hand, the smaller numbers have resulted in increased availability of tutorial support, but on the other, there have been limited opportunities to engage with, and learn from, fellow students. Since the Developmental engagement the College has placed a strong focus on the improvement of the support provided by employers for the Foundation Degrees; the changes made have much enriched the links with employers, a factor that to some extent has mitigated the limited breadth of student experience inherent in such small numbers. Students studying for the FdA in Performing Arts have access to state-of-the-art technology through a recently created 'Roland Academy', one of 10 specialist centres in the United Kingdom operating within new corporate branded studios. This a further example of the College's extensive and effective links with employers.

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

- the extensive involvement of external practitioners in the design and delivery of higher education programmes, significantly aiding students' career development (paragraphs 19, 36)

- the College's highly effective and consistently applied assessment, internal verification and moderation processes which make a strong contribution to the assurance of standards (paragraphs 22, 41)

- the College's strong engagement of staff teaching on higher education programmes in a range of benchmarking activities with other regional further education colleges. These significantly strengthen the implementation of the Academic Infrastructure across the range of higher education provision (paragraph 25)

- the students' learning opportunities are much enhanced by a well-developed and responsive academic support structure, the helpfulness and accessibility of staff and a highly effective personal tutoring system (paragraph 44).

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

The team agreed one area where the College is advised to take action:

- there is considerable scope for more detailed, evaluative discussion of the progression, achievement and learner voice data relating to the higher education programmes, and for this discussion to be fully and accurately reported in the annual quality review documents (paragraph 15).

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

- provide within induction, and at appropriate points during the delivery of the curriculum, further information to students concerning the nature of the awarding bodies' learning resources available to them, emphasising the benefits of these links with the validating university (paragraph 31)

- review the adequacy of resources available across the provision, supporting and validating the College's action plan in responding to issues raised by students (paragraph 48)

- consider generally the quality of the higher education experience of students on programmes with very low numbers (paragraph 49)

- develop and confirm the College's e-learning strategy to further enhance the learning experience of higher education students (paragraph 51).

E Conclusions and summary of judgements

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

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

- the extensive involvement of external practitioners in the design and delivery of higher education programmes, significantly aiding students' career development (paragraphs 19, 36)

- the College's highly effective and consistently applied assessment, internal verification and moderation processes which make a strong contribution to the assurance of standards (paragraphs 22, 41)

- the College's strong engagement of staff teaching on higher education programmes in a range of benchmarking activities with other regional further education colleges. These significantly strengthen the implementation of the Academic Infrastructure across the range of higher education provision (paragraph 25)

- the students' learning opportunities are much enhanced by a well-developed and responsive academic support structure, the helpfulness and accessibility of staff and a highly effective personal tutoring system (paragraph 44).

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

The team agreed two areas where the College is **advised** to take action:

- there is considerable scope for more detailed, evaluative discussion of the progression, achievement and learner voice data relating to the higher education programmes, and for this discussion to be fully and accurately reported in the annual quality review documents (paragraph 15)

- implementation of the Edexcel assessment board regulations consistently across its provision (paragraph 21).

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

- provide within induction, and at appropriate points during the delivery of the curriculum, further information to students concerning the nature of the awarding bodies' learning resources available to them, emphasising the benefits of these links with the validating university (paragraph 31)

- review the adequacy of resources available across the provision, supporting and validating the College's action plan in responding to issues raised by students (paragraph 48)

- consider generally the quality of the higher education experience of students on programmes with very low numbers (paragraph 49)

- develop and confirm the College's e-learning strategy to further enhance the learning experience of higher education students (paragraph 51).

69   Based upon its analysis of the College's self-evaluation, and other documentary evidence and from its meetings with staff and students, the team concludes 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.

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

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

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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:						
• the extensive involvement of external practitioners in the design and delivery of higher education programmes, significantly aiding students' career development (paragraphs 19; 36)	• Action as part of annual training and development to strengthen use of the Academic Infrastructure in programme design and delivery	• Specific actions identified by 1st March 2010	• HE Curriculum Managers / Curriculum Leaders • HE Manager	• Utilisation of *Code of practice, section 9* and the *Foundation degree benchmark statement* in programme design, development and delivery	• Assistant Principal / HE Manager / Heads of Faculty	• HE Manager and Assistant Principal Curriculum – Standards will evaluate Annual Quality Reviews (AQRs) and HESG / HEOG will evaluative feedback from employers and students via focus group information

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Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	• Strengthen employer involvement in design and assessment process in Foundation Degrees e.g. through guest speaker slots, master class sessions and input into tutorial sessions on progression opportunities	• 31st March 2010	• HE Curriculum Managers / Curriculum Leaders	• Programme responsive-ness to needs of local, regional and national employers • Degree of employer consultation in new programme design and development	• Assistant Principal / HE Manager / Heads of Faculty • HE Manager	• Further evaluation will take place via HESG, based on reports from curriculum areas and the Quality improvement Unit
	• Strengthen evaluative elements within AQRs and the Self Evaluation Document (SED), through	• May-June 2010	• HE Manager (SED compilation); HE Curriculum leaders (AQRs)	• Degree of employer input into programme design and development • Degree of integration of	• HE Manager	

Rotherham College of Arts and Technology action plan relating to the Summative review November 2009

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	sharing good practice (in HEOG meetings) and individual support and guidance via the Quality Improvement team			work-based learning within foundation degrees		
	• Sharing of good practice sessions through HE Strategic Group and HE Operational Group on effective partnership working, self-evaluation and planning	• May-June 2010	• HE Strategic Group (HESG) • HE operational Group (HEOG)	• Student satisfaction compiled via LVIG • HE Curriculum Leader identification and action within SED		

Rotherham College of Arts and Technology action plan relating to the Summative review November 2009

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
• the College's highly effective and consistently applied assessment, internal verification and moderation processes which make a strong contribution to the assurance of standards (paragraphs 22; 41)	• Further improvement through Annual Risk Assessments of central quality systems, including verification	• Risk Assessment: January 2010, followed by action plan and on-going developmen-tal work February-March 2010	• HE Manager / selected sample of HE Curriculum Leaders / External Verifiers	• Risk Assessment Report: emerging action plan • Positive feedback from external examiners on quality of learning opportunities and marked assessments	• Senior Management Team • HESG	• Central evaluation via HE Manager, July 2010, in annual report to Corporation and in HE Self Evaluation document
	• AQR evaluation and develop-mental work	• AQR assessment June 2010	• HE Manager	• AQR evaluative feedback to HE Curriculum Leaders • Improved AQRs: fully identified range of actions, based on	• HE Curriculum Leaders • HE Manager/ HEIs and Edexcel	• Report to Quality Improvement Committee and HESG, July 2010 • Central evaluation by HE Manager, July 2010

Rotherham College of Arts and Technology action plan relating to the Summative review November 2009

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
				comprehensive and evaluative commentary		
• The College's strong engagement of staff teaching on higher education programmes in a range of benchmarking activities with other regional further education colleges. These significantly strengthen the implementation of the Academic Infrastructure across the range of higher education provision (paragraph 25)	• Further benchmarking work with partner further education colleges, to cover additional aspects of the Academic Infrastructure, Quality Assurance systems and structures	• December 2009 (HE systems review, FE partner institution) • Further benchmarking February-June 2010 covering HE validation, HE Handbook and Academic infrastructure	• HE Manager and Quality Enhancement Manager • HE Manager and Quality Enhancement Manager	• Visits to FE partners and subsequent evaluation • Best practice approaches to assessment are identified through partnership working • HE Training & Development events, February-July 2010 • Staff engagement in higher level qualifications	• HESG	• HE Manager will produce overall evaluative report based on partner feedback and participant feedback arising from activities

Rotherham College of Arts and Technology action plan relating to the Summative review November 2009

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
• the students' learning opportunities are much enhanced by a well-developed and responsive academic support structure, the helpfulness and accessibility of staff and a highly effective personal tutoring system (paragraph 44).	• Continue with good practice: benchmarking with other HE and FE institutions to strengthen progression opportunities and wider implementation of Academic Infrastructure Codes of Practice	• February–June 2010	• HE Manager • Support Managers: Quality Improvement and Student Support • Diversity & Equality Manager	• Student Support and Diversity and Equality Unit evaluations • AQRs	• HESG	• HE Manager: in SED • HE Curriculum Leaders: in AQRs
	• Development of a structured personal tutorial process for HNC programmes	• February–June 2010	• Curriculum Managers and Curriculum leaders, HNC programmes	• A documented and structured tutorial process exists and is delivered	• Assistant Principal and Head of Faculty	• Annual evaluation by Assistant Principal and Heads of Faculty, which feeds into the overall college Self Evaluation document

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Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team agreed the following areas where the College should be **advised** to take action:						
• there is considerable scope for more detailed, evaluative discussion of the progression, achievement and learner voice data relating to the higher education programmes, and for this discussion to be fully and accurately reported in the annual quality review documents (paragraph 15)	• Expanded use of HE Focus Groups, with a wider representative student panel	• March 2010	• HE Focus Group panel • HE Manager to coordinate process within the Learner Voice and Influence framework	• HE Focus Group: production of focussed, evaluative outcomes • More in-depth, specific outcomes to inform AQRs	• HESG and HEOG	• HE Manager will assess student participation evaluative reports.
	• Introduce audit mechanism to check incorporation of key outcomes in AQRs: data evaluation, learner voice	• April 2010	• HESG / HEOG group	• The Self Evaluative report, which informs cross-college committees, is fully reconciled with course level data	• HE Curriculum Leaders / HE Manager / HE Institution's Link tutors	• HE Manager / HE Curriculum Leaders will meet to jointly review and evaluate AQRs

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Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	• Individual support is provided, via the Quality Improvement Unit, for Curriculum Leaders in their formulation of AQRs	• May – June 2010	• HE Manager (audit) and HE Curriculum Leaders to incorporate in AQRs	• Fully evaluative, more robust AQRs, provide a detailed consideration of progression, achievement and learner voice information	• HESG	• HE Manager will meet with CLs to review progress and evaluate outcomes in AQRs
			• Quality Improvement Unit staff, HE Manager	• As above	• HESG	
• implementation of the Edexcel assessment board regulations consistently across its provision (paragraph 21).	• HE Manager to liaise with Edexcel Regional Coordinator: clarify Edexcel assessment board regulations	• January 2010	• HE Manager / Edexcel Regional Coordinator	• Integrated assessment process, which links Edexcel regulations with AQRs and Quality Improvement Plans (QIPs)	• HESG, by HE Manager	• HE Manager will identify best practice and liaise with Curriculum areas

Rotherham College of Arts and Technology action plan relating to the Summative review November 2009

Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	• Individual support is provided for Curriculum leaders in their formulation of AQRs	• May-June 2010	• Quality Improvement Unit staff, HE Manager	• AQRs and QIPs contain detailed, specific actions which are fully discussed and monitored at curriculum team meetings	• HESG	• HE Manager will audit progress and test for consistency of application across Curriculum areas
	• Consistent application of regulations across HNC/Ds	• June 2010	• HE Curriculum Leaders	• Audit and evaluative report on consistency of application and progress monitoring at team level	• HESG	• HE Manager will audit progress and test for consistency of application across Curriculum areas

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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:						
• provide within induction, and at appropriate points during the delivery of the curriculum, further information to students concerning the nature of the awarding bodies' learning resources available to them, emphasising the benefits of these links with the validating university (paragraph 31)	• Full availability of HE Information skills during induction period, outlining HEI and RCAT resource availability. Delivery via Learning Centre Resource staff	• September 2010	• Learning Resource Centre Team • HE Curriculum Leaders and tutors • HE Curriculum Leaders and tutors	• HE information skills provision at induction: number of sessions delivered • Student feedback in AQRs indicates awareness, and use of, HEI based web-based resources and other resources	• HE Manager and Head of Learning Resource centres • HE Manager and HE Curriculum leaders	• HE Manager will liaise with Head of Service, Learning Resources, to ensure full participation and to evaluate student feedback
	• Develop paper-and web-based student	• June - September 2010	• HE Manager/ SHU Quality Manager	• Check on delivery (Quality Improvement	• HE Manager and HE Curriculum leaders,	• HE Manager will produce an overall evaluative

Rotherham College of Arts and Technology action plan relating to the Summative review November 2009

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	information booklets and presentational resources			Unit) • Student evaluation (SWS)	Huddersfield University Centre Manager	report on learning resource availability and formulate action points
	• Embed standardised Huddersfield University PowerPoint presentation within induction for Teacher Education and other programmes	• February 2010	• HE Curriculum Leaders and tutors	• Improved student access to HEI resources	• Senior Management Team, HE Curriculum managers	• SWS and Student Module feedback / survey
	• HE manager to liaise with Quality Manager at Sheffield Hallam University: student entitlement to	• September 2010		• Induction programmes contain specified web and paper based materials	• HE Manager and HE Curriculum leaders, Huddersfield University Centre Manager	• HE Manager • Learner Voice and Influence Group (LVIG) • SWS • Student Module

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Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	access on-line and learning centre resources					feedback / survey
	• Present web based and paper based materials to students at induction					• HE Manager
	• Review of resources available for HE students: feedback from Faculty Review process and from Student Focus groups	• February 2010	• HE Manager • HE Curriculum Leaders • Head of Units – Estates / Central Services	• Expenditure on identified resource requirements	• Senior Management Team • HESG	• HE Manager to evaluate outcomes emerging from Faculty Reviews, Learner Voice and Influence meetings and AQRs
• review the adequacy of resources available across the provision, supporting and validating the College's action plan in	• Actions to improve quality of infrastructure and furnishings	• March 2010 onwards	• HE Curriculum Managers/ Leaders • Head of Units – Estates /	• Improved infrastructure and furnishings in identified locations	• Senior Management Team • HESG	• HE Manager to evaluate progress during Faculty Reviews, 2010, and

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Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
responding to issues raised by students (paragraph 48)	in identified locations		Central Services			report in annual He Self-evaluation document
	• Actions to modernise identified software installed on computers	• March 2010	• HE Curriculum Manager/ Leaders • Head of Unit – Central Services • HE Curriculum Manager/ Leaders	• Up-to-date software installed in computers, which is widely available	• HESG	• Evaluate staff/ student feedback in Learner Voice and Influence meetings and in AQRs
• consider generally the quality of the higher education experience of students on programmes with very low numbers (paragraph 49)	• Strengthen employer involvement in FDs to mitigate effects of small numbers	• March 2010	• HE Curriculum Managers / Curriculum Leaders	• Indicators of employer involvement: class delivery input, presentations, assessment	• HE Manager	• FD Link tutors, Relevant Heads of Faculty and Curriculum Managers will evaluate employer involvement and feed into the annual HE Self Evaluation

Rotherham College of Arts and Technology action plan relating to the Summative review November 2009

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	● Evaluate impact of low numbers across Foundation degrees	● February 2010	● HE Curriculum Managers / Curriculum Leaders	● Identified impact and action plan within AQRs	● HE Manager	document and Action plan
	● Review recruitment profile on FDs and HNCs and rationalise where appropriate	● March 2010	● HE Manager / Assistant Principal/ Director Curriculum & Strategy	● Viable group size across FD programme	● Director of Curriculum & Strategy / Principal	● HE Manager will liaise with Director of Curriculum and Strategy, Heads of Faculty and Curriculum Managers and HE Manager an produce an evaluative report to feed into the annual review process

Rotherham College of Arts and Technology action plan relating to the Summative review November 2009

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
• develop and confirm the College's e-learning strategy to further enhance the learning experience of higher education students (paragraph 51).	• Development and dissemination of E-Learning strategy	• February 2010	• E-Learning Task Group (ELTG)	• HE specific actions within E-Learning Strategy, including development and diversification of web-based information	• Assistant Principal Curriculum - Standards and HE Manager	• SED 2010 and HESG evaluation of objectives achieved
	• Implementation of strategy	• 1st March 2010		• Progress against objectives / milestones / targets identified	• Assistant Principal Curriculum - Standards and HE Manager	• HESG evaluation of objectives achieved