Integrated quality and enhancement review

Summative review

Selby College

January 2012

SR 025/12

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 partners 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 partners. 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* (FHEQ), which includes descriptions of different higher education qualifications
- the *Code of practice for the assurance of academic quality and standards in higher education* (*Code of practice*)
- 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 partners, 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 Selby College carried out in January 2012

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

Good practice

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

- the management structure, quality cycle and reporting arrangements are highly effective in the maintenance of academic standards in higher education, aided by the Higher Education Manager whose contribution since her appointment has led to a notable enhancement of the provision
- the College has provided valuable continuing professional development for higher education staff, including the additional allowance of 10 days for scholarly activity, financial support for higher degree study, recognised teacher status, and attendance at conferences or industrial updating
- there is a commendable practice of allowing students to use voluntary workplace experience if they become unemployed during a module so that no student is disadvantaged by this circumstance
- student opinion is efficiently and comprehensively sought, and includes an internal version of the National Student Survey
- the central electronic repository, which allows oversight of all higher education materials and is accessible to all higher education staff, facilitates the sharing of good practice across modules and programmes
- there is thorough, detailed and systematic monitoring of published information, in hard copy and online.

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:

- apply the same embedding of the Academic Infrastructure in documents created by its university partners to relevant College documentation in order to ensure that all procedures operate within this guidance
- give consideration to the development of a staff higher education handbook, or a specific higher education section of the general staff handbook
- carry out its plans to plans to create and publish a teaching and learning strategy document that includes a section on higher education provision.

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 Selby College (the College). The purpose of the review is to provide public information about how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes which the College delivers on behalf of the University of Huddersfield, the University of Hull, and Leeds Metropolitan University. The review was carried out by Dr Gillian Blunden, Mr Tom Cantwell (reviewers), and Dr Marion Shaw (coordinator).

2   The Summative review team (the team) conducted the desk-based 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 its awarding partners, a preparatory meeting with staff, students and representatives of the awarding partners, and reports of reviews by QAA and from inspections by Ofsted. The team also had teleconferencing discussions with the College facilitator. 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,* subject and award benchmark statements, the FHEQ, and programme specifications.

3   In order to help 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   Selby College is a small, rural tertiary college in North Yorkshire, formed in 1984. It offers a broad range of provision from Entry Level 14 to 16 vocational courses to higher education Foundation Degrees and CertEd/PGCE qualifications. Higher education provision is an important part of the College's mission to support local economic regeneration by providing vocationally relevant training which is focused on student and employer needs within a supportive environment. In 2010-11 there were 4,051 learner enrolments, of whom 144 were higher education students (96.5 full-time equivalents); approximately 4 per cent of the total enrolment. Most higher education students access their programmes through part-time evening or day/evening delivery in two semesters. The CertEd/PGCE is delivered in three terms. The Foundation Degrees in Sports Coaching, Computer Systems and Networking, and Business Information Technology are full-time programmes. The FDEng Engineering for the Power Industry is designed as a flexible programme to accommodate employer needs and runs in blocked three-week sessions from October to April.

5   There are 39 (6.5 full-time equivalent) members of staff involved in the delivery of higher education programmes. Five of the 10 subject areas are responsible for their delivery, drawing on specialist staff from other areas where necessary, along with specialist fractional staff. Programme delivery is at the Selby campus, with the exception of CertEd/PGCE which is delivered at the offsite Hatfield Learning Centre for trainees working in offender learning. In 2010 the College reorganised its management structure with the appointment of a Higher Education Manager, who reports to the Director of Curriculum.

6   The College offers the following higher education programmes in conjunction with the University of Huddersfield, Hull University, and Leeds Metropolitan University.

Programmes are listed under the awarding body, with full-time equivalent numbers for 2010-11 in brackets.

University of Huddersfield

- Certificate of Education/Professional Graduate Certificate in Education (27)

University of Hull

- FDSc Health (year three only) (2.01)
- FDEd Early Childhood Studies (years two and three only) (19.4)
- FDEng Engineering for the Power Industry (years one and two only) (5.4)
- FDEd Learning Support (14.7)
- FDSc Sports Coaching (year one only) (8)

Leeds Metropolitan University

- FDSc Computing Systems and Networking (10)
- FDSc Business Information Technology (10)

Partnership agreements with the awarding bodies

7   The College has partnership agreements with three universities: the University of Huddersfield, the University of Hull, and Leeds Metropolitan University. The agreement with Leeds Metropolitan University will cease in 2012 as a result of the University's decision to end its partnership arrangements in the context of the Government's Higher Education White Paper. The College is exploring the long-term possibility of new partnerships as a means to fulfilling its strategic aim to expand its higher education provision by 50 per cent in the next three years. In 2011 the College submitted a bid to HEFCE for additional student numbers, and has received the provisional award of 25 additional full-time equivalent enrolments. The three universities are responsible for all matters relating to academic standards, quality of learning opportunities provided, and public information. The College is responsible for implementing the requirements of the universities. The College is an active member of the Federation of Colleges organised by the University of Hull, the Consortium for Post Compulsory Education and Training organised by the University of Huddersfield, and Leeds Metropolitan University's Regional University Network.

Recent developments in higher education at the College

8   In 2010 the College completed an extensive building programme to accommodate a 6 per cent expansion in student numbers. A range of new facilities has included a sports hall for use by FDSc Sports Coaching, a dedicated teaching room and additional laboratory equipment for FDEng Engineering for the Power Industry, and upgraded information technology facilities at the Hatfield Learning Centre for CertEd/PGCE students. Higher education provision has expanded as a result of new Foundation Degree programmes in Sports Coaching, Early Childhood Studies, and Engineering for the Power Industry. The FdSc Health did not recruit in 2010-11. In 2011 new programme leaders were appointed for Foundation Degrees in Health, Early Childhood Studies, Sports Coaching, and Engineering for the Power Industry.

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 team. The College employed an independent consultant to help students prepare the submission. At her request, two groups of students were convened and given a briefing sheet explaining the IQER process and the place of the Summative review in the process. Each focus group was designed to enable students to speak freely about their experiences, with the consultant facilitating and recording their views. The team found the submission helpful. The views expressed were a good basis for the coordinator's discussions with students during the preparatory 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?

10   There is a clear reporting structure for higher education. In 2010 the College appointed a Higher Education Manager (0.3 full-time equivalent) who reports to the Director of Curriculum and Adult Learning Workforce Development. One of the Manager's earliest tasks was to draw up a Higher Education Quality Improvement Plan to formalise and coordinate all aspects of the College's quality assurance and enhancement activities for its higher education provision and to share good practice. All aspects of higher education quality and standards are managed through the College's Higher Education Quality and Standards Committee, chaired by the Deputy Principal, which meets every six weeks. The Quality and Standards Committee reports to the College Managers' Team; significant issues are then reported to the Senior Management Team. Within the College's reporting structure, higher education programmes are managed by programme leaders reporting to their subject area manager. Each programme team is responsible for the planning, delivery, assessment and review of their programmes. Programme leaders hold regular team meetings and each produces an annual report for both University and College use. Coordination and consistency in the day-to-day management of higher education is facilitated through monthly meetings between the Higher Education Manager and the Director of Curriculum. Strategic developments are considered at the monthly meetings of the Higher Education Strategy Group, comprising the Deputy Principal, the Director of Curriculum, and the Higher Education Manager. The team considers as good practice the College's management structure, quality cycle and reporting arrangements, which are highly effective in the maintenance of academic standards in its provision of higher education, aided by the appointment of a Higher Education Manager who has been instrumental in enhancing the provision.

What account is taken of the Academic Infrastructure?

11   The College's Higher Education Manager is responsible for providing advice to programme leaders on the Academic Infrastructure. Adherence to University quality assurance procedures ensures that the Academic Infrastructure is effectively embedded in the College's higher education programmes. College staff involved in the development, delivery and assessment of new programmes are supported to ensure that their work takes

full account of the Academic Infrastructure. The programme validation documents and programme specifications make appropriate reference to the FHEQ, subject and qualification award benchmark statements, and the *Code of practice*. The qualification benchmark for Foundation Degrees has also been taken into account.

12   The College has responded to findings from the Developmental engagement. Staff are now more aware of the Academic Infrastructure and that it is embedded in the higher education provision. At validation or revalidation programme specifications are approved for each programme by the awarding body. Intended learning outcomes are appropriate to the level of the qualification and to benchmark statements, and assessment is clearly linked to these. Although in practice the Academic Infrastructure is taken into account, the College Higher Education Observation Guidance for Tutors cites it as a 'tool of reference' but offers no guidance on how the document is aligned with the FHEQ. The team considers it desirable that the College applies the same embedding of the Academic Infrastructure that exists in documents created by its awarding universities to relevant documentation produced at College level, in order to ensure that all procedures operate within this guidance.

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 partners?

13   All programme teams produce an annual self-monitoring report. These incorporate and evaluate module leader reports, performance data, an analysis of student feedback, and external examiners' comments. Action points are included in their reports. These are then submitted to the College Higher Education Manager and considered at the Higher Education Quality and Standards Committee, leading to Quality Improvement Plans for each programme. This ensures that the reporting structure is effective at all levels of the provision.

14   In accordance with the partnership agreements, the awarding partners carry out a periodic review of their partnership provision and an action plan is drawn up and monitored. University faculty tutors play a central role in liaising with College managers and programme leaders to ensure adherence to partnership agreements. Together with College managers, they contribute to the maintenance of the standards of the programmes. Mechanisms for this include the University of Hull Joint Development Boards and Partner Quality Enhancement Review, and the Leeds Metropolitan University Course Development and Enhancement Meetings. In response to the Developmental engagement, membership of these groups has been widened to ensure more College staff involvement in the monitoring and enhancement of programmes.

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

15   The College has well qualified higher education staff, of whom a significant number hold higher degrees. The College supports opportunities to participate in master's level training, and in 2010-11 implemented a specific higher education staff training programme. Staff managing and delivering higher education programmes are approved by the awarding partners, either at validation or subsequently. New staff with higher education and/or workplace experience were appointed in 2009-10 to deliver new degrees in Engineering, Sports Coaching, and Early Childhood Studies, and several new programme leaders were appointed in 2011.

16   Staff professional development requirements are identified through staff appraisals. All College staff are required to complete 30 hours' continuing professional development

and are entitled to an additional 10 days' scholarly activity and professional updating, including funded attendance at academic conferences, negotiated with their line manager. Other professional and scholarly activities undertaken include pursuing master's qualifications, specific subject enhancement, a joint research bid with another college and the awarding body, and extended industrial experience. College staff teaching on University of Hull programmes are afforded recognised teacher status, which gives them the same access rights and privileges as University staff. Part-time staff are paid at a special training rate to attend these events. Some of these activities are provided by partner universities at the College, at the University, or within the consortium. The team recognises the continuing professional development support the College provides as good practice, including the allowance of 10 days for scholarly activity, financial support for higher degree study, recognised teacher status, and industrial updating or attendance at conferences.

17   Staff new to higher education delivery are appropriately supported through the higher education training plan (2011-12) alongside their more experienced colleagues. In addition, mentoring and staff development are undertaken within the programme team. The training plan and the annual higher education conference are well attended. Evaluations of these events by the Higher Education Manager and Director of Curriculum inform the content of the following year's programme. Specifically, there has been a programme of training for new programme leaders at one of the partner universities, with 100 per cent attendance. Although support for staff development is generous and effective, there is no dedicated higher education staff handbook bringing together all appropriate information. The team considers it desirable for the College to consider the introduction of a staff higher education handbook, or a specific higher education section of the general staff handbook, as an enhancement of its support for staff.

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 partners.

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?

18   For the delegation of responsibilities for the management of the quality of learning opportunities within the College's management structure and the reporting arrangements, see paragraphs 10 and 11. Responsibility for programme design and approval rests with the awarding partner, but programme leaders are able to adapt assignments and delivery to suit the individual needs of students and to take advantage of opportunities offered by work-based learning. Programme teams are able to represent their views and the views of their students to subject area managers and the Higher Education Manager in order to influence operational and strategic decisions on resourcing and accommodation.

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

19   The College provides student support for higher education students through its general further education support mechanisms. In addition to these there are policies and procedures specific to higher education for matters such as complaints and appeals, as

required by the awarding partner agreements. Work placements are supported in a variety of ways. These are described in some of the agreement documentation available on the universities' websites and have been designed to comply with relevant sections of the Academic Infrastructure.

20   Programme teams share external examiner reports with students through programme committee meetings. Most reports are disaggregated to distinguish Selby College from other providers in the collaborative partnership but some are not. The team were assured by the College and the universities that they are working towards ensuring that all future external examiner reports will be disaggregated in order to provide meaningful information about specific programmes.

What account is taken of the Academic Infrastructure?

21   For comment on the College's use of the Academic Infrastructure, see paragraphs 12 and 13.

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

22   The College does not have a higher education teaching and learning strategy document. During the review the College supplied a document entitled Teaching and Learning Policy and Procedure, which applies to the College as a whole. This sets out many of the practices that would form part of a strategy document and, in conjunction with other documentation, allowed the team to gain an overview of the College's approach to higher education teaching and learning. While this is adequate, the team are of the view that a clear strategy document would assist the College and its staff in providing a longsighted approach to the purpose behind the delivery of its programmes and the development of its students. The team understands that the College plans to produce a teaching and learning strategy with a differentiated section for higher education. The team considers it desirable that the College carries out its plans to create and publish a teaching and learning strategy document that includes a section on higher education provision.

23   The College maintains oversight of the quality of teaching and learning across the College through a well established observation system. In response to the Developmental engagement, the College has created a differentiated system for the observation of higher education. At the time of the review this had yet to be implemented fully and only one example of its use was presented to the team.

24   External examiner reports that are differentiated and refer specifically to Selby College were found to report matters that require college-level oversight and response, including programme management issues and undue leniency in marking practices. Since receiving these reports the College has established a system to ensure that external examiner reports are responded to and issues are addressed. The team accepted that due to the time of the review in the yearly cycle there had not yet been time to produce evidence for the effectiveness of the College's response. However, the existence of the system and the response of the College management gave every indication that such measures would be effective.

25   Students confirm that information regarding assignments, intended learning outcomes, and assessment was clear and presented to them in a variety of ways. However students on the Foundation Degree in Early Childhood Studies reported that feedback on their work could be very late, sometimes taking months. The College was aware of this issue and cited staffing issues that were now resolved. In some cases the

lateness was ascribed to delays on the part of the awarding partner in confirming marks. The College has since taken steps to provide a robust feedback system that requires transparent alignment of feedback with intended learning outcomes and ensures that the feedback in all cases will meet timescales set by the awarding partners.

26   There are formal, minuted staff-student committee meetings. The minutes reveal that student views are sought and acted upon and that external examiner reports are shared with student representatives. The team confirms that the College has now disseminated the good practice identified in some programmes in the Developmental engagement across the whole of its higher education provision, and that external examiner reports for all programmes are readily available on the virtual learning environment.

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

27   Students reported that staff are highly supportive and accessible. The students also understand the process of how to register concerns should they arise. Support includes tutorial opportunities, professional development plans embedded in modules, and workplace mentoring. Mentors are trained, provided with mentor handbooks, and report regularly to programme leaders. Employers who contacted the team by email affirmed the good arrangements for student support and expressed satisfaction for the work that students performed while in the workplace. Support for students in FDEng Engineering for the Power Industry is provided by email communication. Students found this to be satisfactory and effective, though the programme team are seeking to make workplace mentoring for this programme more formal.

28   Some programmes require students to be in employment. The College has recognised the potential difficulties that this may cause if a student becomes unemployed while on the programme, and addresses this by allowing voluntary work to qualify as workplace experience so that no student is disadvantaged by this circumstance. The team considers that allowing students to use voluntary work as workplace experience if they become unemployed is good practice. The College also provides a support mechanism for those students who are unable to organise a suitable work placement. Students commented that they value these placements highly and that they appreciate the way this aspect of their study consolidates the skills and theoretical knowledge developed during their programmes.

29   The College canvasses and takes account of student views in a number of ways, including adherence to awarding partner feedback procedures, the inclusion of student responses in the annual monitoring process, the nomination of a student representative for each cohort, and regular meetings of staff-student committees and/or focus groups. An internal system of College feedback forms has been implemented in 2010-11 to capture student opinion in greater detail and this also informs programme leaders' responses, which are posted on the virtual learning environment at the end of each semester where they may be viewed by students. An annual compilation of these responses is received by the Higher Education Quality and Standards Committee, with reference to the senior management team if appropriate. The small size of the provision does not trigger results on the National Student Survey Unistats website, so the College is introducing a system to gather the same information to gauge student views and enhance provision. The team considers that the comprehensive way in which student opinion is sought, in particular the introduction of an internal version of the National Student Survey, is good practice.

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

30   For comments on staff development, see paragraphs 16 and 17.

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?

31   The College has high quality physical and e-learning resources. It monitors the effectiveness of these resources through a variety of means, including programme level self-evaluations and annual monitoring reports. Students are happy with the quality of these resources. Some students have expressed a wish to have longer library opening hours, though others considered the existing arrangements to be adequate. The team considers that, on the whole, library provision at the College is satisfactory.

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?

32   All public information is the ultimate responsibility of the awarding partner. College programme leaders are given responsibility for updating factsheets and programme level information. This is checked by the Higher Education Manager and awarding partner, ensuring accuracy and completeness while allowing programme and subject-level knowledge to inform the content. Admissions are administered by the awarding partners. Students confirm that the information available to them before enrolment and at induction is complete, accurate and reliable. Information is available in printed form and online. The College does not have a separate higher education prospectus, but it does provide a series of higher education leaflets and a higher education section on the College website. Prospective students may also obtain information through attendance at open evenings.

33   The Developmental engagement noted the comprehensive and supportive information provided to some students in programme and module handbooks. This good practice has since been shared through training, particularly by the University of Hull, which has also provided a handbook template to ensure consistency across its validated programmes. Handbooks for the University of Huddersfield and Leeds Metropolitan University students are prescribed. Students are given information on their progress by means of the College's intranet tracking mechanisms. Students have personal development plans and attend tutorials where feedback on their progress is given. They can access their results through their awarding partner virtual learning environment. FDEd Early Childhood second-year students had not been able to access their awarding partner website. The current programme leader is ensuring that access is now available. The College recognises there is inconsistency in programme uptake of the awarding partners' websites, particularly in the early stages of programmes. This is being addressed in the Higher Education Quality Improvement Plan.

34   Each programme makes use of the College's virtual learning environment to give students general information on programmes and resources; this is accessed on a section entitled 'HE Information' with links to programme pages, key policies on such matters as plagiarism and late submission, and general cross-programme information. There is some inconsistency in programme use of the virtual learning environment and this is also being addressed through the Higher Education Quality Improvement Plan.

35   The Higher Education Manager maintains a central repository for all higher education programme information. This includes, for example, uploaded programme specifications, external examiner reports, and annual monitoring reports. This is an electronic repository (the 'S drive'), located on a shared drive on the College's main server, which allows comprehensive oversight of all higher education materials and access to examples of effective provision. This repository is accessible by higher education staff and facilitates the sharing of good practice. The team considers this to be good practice.

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?

36   The College conducts two audits of printed public information. The first is a systematic review during lesson observations of published information used in teaching and learning. The second audit is an annual file audit, in which the Higher Education Manager and the Director of Curriculum check programme files for accuracy and completeness. The College also maintains a professional website managed by the marketing team. This too is checked by the Higher Education Manager and the Director of Curriculum. The College's recently enhanced information approvals system ensures that all printed information produced by programme leaders and the marketing department is approved before being passed to the awarding partner. Likewise, no higher education information is published on the College website without complete proofreading and partner approval. The thorough, detailed and systematic monitoring of published information, in hard copy or online, constitutes good practice.

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

37   A Developmental engagement in assessment was held in January 2011. There were eight points of good practice, including the College's participation in consortium activities organised by the awarding partners, a reorganised management structure which included the appointment of a higher education manager, financial support for staff professional development, and the creation of specific templates for the observation of higher education teaching. Also commended were the applied assessment tasks embedded in a vocational context, proactive workplace and employer engagement, the responsiveness of staff to students' assessment needs, and comprehensive, accurate student handbooks.

38   The Developmental engagement team made four recommendations. The College was advised to ensure consistency in the quality, timeliness, length, and usefulness of feedback to students. It was also considered desirable for the College to negotiate with its

awarding partners for external examiner reports to identify issues specific to Selby College students. The team also recommended as desirable that the College keep a central record of the attendance of higher education staff at professional development activities, and that the College should ensure consistency in the documentation of moderation processes.

39   The College has maintained and enhanced the good practice identified in the Developmental engagement. The revised management structure is proving effective, especially the role of the Higher Education Manager, whose oversight and enhancement of the provision has increased efficiency and accountability. The College's participation in consortium activities has continued, along with financial support and encouragement for staff development. The responsiveness of staff to students' assessment needs has been commended by external review by the University of Hull, including provision for small cohorts of students. The development of employer engagement continues as a priority for all programmes, and the team learnt from employers of its successful development. The College has taken rigorous steps to address the advisable recommendation by establishing an assessment working group to identify good practice, and by creating a new assessment template that ensures that feedback makes direct reference to intended learning outcomes, comments on strengths and areas for improvement, and records first and second marker comments. The College has negotiated with its awarding partners to request disaggregated external examiner reports; some progress has been made but further action is awaited. The College has set up a centralised repository for recording all material relating to higher education, including staff development activities.

D   Foundation Degrees

40   The College provides seven Foundation Degrees in partnership with the University of Huddersfield, the University of Hull, and Leeds Metropolitan University. These are: FDSc Health, FDEd Early Childhood Studies, FDEd Learning Support, FDSc Sports Coaching, FDSc Computing Systems and Networking, FDSc Business Information Technology, and FDEng Engineering for the Power Industry. The FDSc Computing Systems and Networking and the FDSc Business Information Technology will terminate at the end of this academic year because Leeds Metropolitan University is withdrawing from all indirectly funded partnership arrangements within Yorkshire and Humberside.

41   Higher education has expanded in recent years as a result of new Foundation Degree programmes in Sports Coaching, Engineering for the Power Industry, and Early Childhood Studies. Most students are part time and delivery varies between part-time evening or day/evening delivery in two semesters. FdSc Engineering for the Power Industry is designed, with extensive engagement from the employer, as a flexible programme to run in blocked three-week sessions from October to April. The College has identified higher education growth as a key strategic ambition and aims to expand its provision by 50 per cent over the next three years. In support of this aim, the College has made a contestable bid to HEFCE and has recently been given permission to recruit 25 additional full-time equivalent students.

42   All the findings and conclusions reached in this report are relevant to the College's Foundation Degrees.

E   Conclusions and summary of judgements

43   The 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 partners. This was

based upon discussion with staff and students and scrutiny of evidence provided by the College and its awarding partners, the University of Huddersfield, the University of Hull, and Leeds Metropolitan University.

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

- the management structure, quality cycle and reporting arrangements are highly effective in the maintenance of academic standards in higher education, aided by the Higher Education Manager whose contribution since her appointment has led to a notable enhancement of the provision (paragraphs 10 and 14)
- the College has provided valuable continuing professional development for higher education staff, including the additional allowance of 10 days for scholarly activity, financial support for higher degree study, recognised teacher status, and attendance at conferences or industrial updating (paragraph 16)
- there is a commendable practice of allowing students to use voluntary workplace experience if they become unemployed during a module so that no student is disadvantaged by this circumstance (paragraph 28)
- student opinion is efficiently and comprehensively sought, and includes an internal version of the National Student Survey (paragraph 29)
- the central electronic repository, which allows oversight of all higher education materials and is accessible to all higher education staff, facilitates the sharing of good practice across modules and programmes (paragraph 35)
- there is thorough, detailed and systematic monitoring of published information, in hard copy and online (paragraph 36).

45   The team also makes some recommendations for consideration by the College and its awarding partners.

46   The team considers that it is **desirable** for the College to:

- apply the same embedding of the Academic Infrastructure in documents created by its university partners to relevant College documentation in order to ensure that all procedures operate within this guidance (paragraph 12)
- give consideration to the development of a staff higher education handbook, or a specific higher education section of the general staff handbook (paragraph 17)
- carry out its plans to plans to create and publish a teaching and learning strategy document that includes a section on higher education provision (paragraph 22).

47   Based upon its analysis of the College's self-evaluation, 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 partners.

48   Based upon its analysis of the College's self-evaluation, 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.

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

context of this Summative review, reliance **can** be placed on the accuracy and completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

Selby College action plan relating to the Summative review: January 2012						
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 management structure, quality cycle and reporting arrangements are highly effective in the maintenance of standards in the provision of higher education, aided by the Higher Education Manager whose contribution since her appointment has led to a notable enhancement of the provision (paragraphs 10 and 14)	Continue to maintain and enhance quality processes including clearly disseminated quality cycle Embed quality processes within new programmes	2012-13	Higher Education Manager/ Programme Leaders Higher Education Manager/Director of Curriculum/self-assessment monitoring/New Programme Leaders	Effective quality processes, effective evaluation of programmes and course through annual quality improvement plans, positive student feedback	Director of Curriculum	Annual Quality Improvement Plans; annual self-assessment of programmes eg Annual monitoring reports; evaluated through Higher Education Performance Panels, Higher Education Quality and Standards Meetings, and Higher Education Operational Meetings
• the College has provided valuable continuing	Continued support for staff on existing and new	2012-13	Higher Education Manager/ self-assessment	Range and frequency of activities	Director of Curriculum	Continuing professional development

professional development support for staff, including the allowance of 10 additional days for scholarly activity, financial support for higher degree study, recognised teacher status, and attendance at conferences or industrial updating (paragraph 16)	programmes		monitoring/ Programme Leaders/Tutors	undertaken including use of scholarly activity; training/sharing of good practice opportunities; attendance at meetings/exam boards etc; industrial liaison and updating		records; meeting attendance records; records of industrial/ employer engagement; sharing good practice sessions forming part of Higher Education Quality and Standards Committee
• there is a commendable practice of allowing students to use voluntary workplace experience if they become unemployed during a module so that no student is disadvantaged by this circumstance (paragraph 28)	Continue to facilitate voluntary use of work placements	2012-13	Programme Leaders in collaboration with industry partners	Uptake of voluntary work placements; quality of support eg mentoring, meetings, contacts etc	Higher Education Manager	Annual Monitoring Reports; evidence of student placement support and mentor training; student feedback on placements
• student opinion is efficiently and comprehensively	Continue to develop ways of eliciting student views -	By June 2013	Higher Education Manager Programme	Consistency and regularity of student feedback	Director of Curriculum	Evidence from focus groups, module

			Leaders/Tutors	across programmes; response rate of students; students actively using forums available to communicate views		evaluations, student feedback forms; comments box and internal National Student Survey responses; evidence of actions undertaken as a result of student feedback; active use of Moodle; involvement of student representatives
sought, and includes an internal version of the National Student Survey (paragraph 29)	Higher Education Comments Box, focus groups at programme and college level, use of module evaluations, internal version of the National Student Survey; standardise processes across college; make greater use of Moodle and student representatives					
• the central electronic repository, which allows oversight of all higher education materials and is accessible to all higher education staff, facilitates the sharing of good practice across modules and programmes (paragraph 35)	Continue to maintain and utilise the central repository for all higher education materials	2012-13	Programme Leaders	Effective communication of key information to all parties; systematic filing of all higher education-related documentation to S drive	Higher Education Manager	Range and currency of material on S drive
• there is thorough, detailed and systematic monitoring of	Continue to maintain detailed and systematic monitoring of	2012-13	Higher Education Manager; Marketing Programme	Accurate and complete published information;	Higher education institution/ Director of Curriculum	Published information including policies, handbooks,

published information, in hard copy and online (paragraph 36)	published information		Leaders; higher education institutions	positive outcomes of file audits (as part of lesson observation process and College quality process); higher education institution audit reports; frequent communication between Programme Leaders, Higher Education Manager, Marketing and higher education institution; clear systems for checking materials; updated and approved higher education institution material		assessment briefs, timetables, marketing information etc; College/higher education institution audit reports including lesson observations

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is **desirable** for the College to:						
• apply the same embedding of the Academic Infrastructure that exists in documents created by its university partners to relevant College documentation in order to ensure that all procedures operate within this guidance (paragraph 12)	Embed the Academic Infrastructure in higher education College documents eg lesson observation guidance, assessment feedback forms, policies, handbooks, minutes etc	September 2012	Higher Education Manager; Director of Curriculum; Programme Leaders	Clear and accurate reference to Academic Infrastructure across College higher education documentation; developing staff understanding of Academic Infrastructure	Director of Curriculum/ Deputy Principal via Higher Education Quality and Standards Committee	Academic Infrastructure referenced documentation; disseminated through Higher Education Quality and Standards Committee
• give consideration to the development of a staff higher education handbook, or a specific higher education section of the general staff handbook (paragraph 17)	Develop a higher education staff handbook	September 2012	Higher Education Manager	Clear and comprehensive higher education staff handbook available in hard copy and distributed through Moodle; dissemination and use	Director of Curriculum via Higher Education Quality and Standards Committee	Dissemination of higher education staff handbook

• carry out its plans to plans to create and publish a teaching and learning strategy document that includes a section on higher education provision (paragraph 22)	Publish a teaching and learning strategy document to include higher education	September 2012	Deputy Principal	Clear strategy document which makes reference to higher education	Senior Management Team/ Higher Education Quality and Standards Committee	Teaching and learning strategy to include higher education