



Bellerbys Educational Services Ltd (Study Group UK)

Embedded College Review for Educational Oversight by the Quality Assurance Agency for Higher Education

May 2015

Annex 1: University of Huddersfield International Study Centre

Introduction and background

The University of Huddersfield International Study Centre (HISC) was established in 2008. It delivers four International Foundation Year (IFY) programmes in Business, Hospitality, Law, Management, Marketing, Transport and Logistics; Social and Behavioural Sciences; Creative Arts; and Computing, Engineering and Science; and four International Year One (IYO) programmes in Business Management, Business Studies, Marketing, and Engineering. Students on these programmes are offered English Language Preparation (ELP) to support their entry onto academic pathways at the University of Huddersfield (the University). The Centre also offers a pre-master's programme and an English for Pre-Master's programme, which prepare students for further study at postgraduate level at the University with the required level of English proficiency. Students who successfully complete the programmes and achieve the required grades progress to an undergraduate or master's programme at the University.

The Collaborative Agreement between Bellerbys Educational Services Ltd (BES) and the University was signed in April 2013 and sets out the responsibilities of the respective parties. Programme-specific contracts of collaboration for each award were updated and signed in November 2013. The Agreement stipulates that all programmes are validated by the University and that the University has ultimate responsibility for academic standards. BES, through HISC, is responsible for the day-to-day management of standards and the quality of learning opportunities. The responsibility for the management of public information is shared between BES, HISC and the University.

Student numbers have been increasing steadily over several years with a significant rise for the 2014-15 academic year. Recruitment in September 2014 increased 72 per cent from the September 2013 figure. This increase in student numbers has triggered a full review of HISC. There are currently 397 students studying at there. In 2013, to accommodate the significantly expanding student population and staff teams, the Centre was brought under one roof in newly refurbished facilities located on floors 11-14 of the Central Services Building. The provision includes teaching and seminar rooms, staff rooms and a student common room. A new IT suite will be ready to open in the summer term of 2015. HISC also uses rooms for teaching and exam purposes elsewhere on campus through the University Central Booking System.

HISC has a permanent Head of Centre, a Deputy Head of Centre, a Centre Administrator and a Head of English, and additional permanent full-time and part-time staff have been appointed to deliver the core content of the existing programmes. HISC appointed a new Coordinator for the Business, Law and Social Science provision in 2014 and a new Head of

Engineering, Science and Computing in January 2015. It also recruited four new members of staff to the English Department to meet the needs of the increasing English Skills for University Studies (ESUS) classes offered on all pathway programmes. A new Head of Centre joined the team in January 2015 and HISC intends to appoint additional teaching staff during 2015 to the existing Business, Law and Social Science team to further support planned growth in student numbers.

Since the monitoring visit in 2013 HISC has continued to develop strengths identified in personal tutoring and staff development. The Centre Action Plan is used effectively to monitor progress against QAA identified strengths and areas for development, as well as those identified by HISC's own internal mechanisms and by BES. The inclusion of network generic terms from the BES standard glossary into HISC's Quality Handbook glossary, as encouraged by the monitoring team, has been completed.

Students contributed to the review by providing a copy of the termly student newsletter which is written by students with help from a member of staff, and by meeting the review team at the visit. Student views were helpful in confirming the review team's understanding and providing a student perspective on the quality and enhancement of learning opportunities offered by HISC.

Key findings

Academic standards

There can be **confidence** that academic standards at the embedded college are managed appropriately and in accordance with the policies and procedures of Bellerbys Educational Services Ltd and of the University.

Quality of learning opportunities

There can be **confidence** that the quality of learning opportunities at the embedded college is assured and enhanced appropriately and in accordance with the policies and procedures of Bellerbys Educational Services Ltd and of the University.

Information about learning opportunities

Reliance can be placed on the information that the embedded college produces for its intended audiences about the learning opportunities it offers.

Good practice

The review team noted the following features of good practice at the University of Huddersfield ISC:

- the systematic collection, analysis and use of statistical data to monitor student performance (paragraph 21)
- the range of support mechanisms and activities that ensure successful student integration with, and transition to, the University (paragraph 39).

Recommendations

The review team makes the following recommendations in relation to this Centre.

The team considers that it is **advisable** for the University of Huddersfield ISC to:

- formalise governance structures for the management and enhancement of the quality of learning opportunities (paragraph 25).

The team considers that it would be **desirable** for the University of Huddersfield ISC to:

- make more explicit reference to national qualification frameworks in programme documentation (paragraph 15)
- make more explicit use of relevant sections of the Quality Code in the management and enhancement of learning opportunities (paragraph 28)
- provide and promote further opportunities for student participation in decision making (paragraph 34).

Detailed findings

How effectively do Bellerbys Educational Services Ltd and the University of Huddersfield ISC fulfil responsibilities for the management of academic standards at this college?

1 Bellerbys Educational Services Ltd (BES) and University of Huddersfield ISC (HISC) have policies, systems and processes in place for the effective management of academic standards. Responsibility for the management of academic standards is shared between BES, HISC, and the University. The Centre operates within the management framework provided by BES. It also operates within the policies and processes established by the University for the management of its collaborative provision, and within the University's academic regulations.

2 HISC's governance structures are in the process of change. The current arrangements are set out in the Centre Handbook. At present the Course Committee is the main body with oversight of the development and delivery of programmes at Centre level. It has responsibilities for ensuring alignment and compliance with University regulations, annual monitoring, the production and implementation of a Centre Action Plan and enhancement. It is chaired by the Head of Centre and includes student representatives. The Course Committee reports to BES's Regional Quality Assurance and Enhancement Group (RQAEG) and through this to the BES Academic and Quality Assurance Enhancement Committee (AQAE) which is responsible for the maintenance and security of academic standards across the ISC network.

3 The Course Committee feeds into the tripartite HISC/BES/University Steering Group, and into University panels and committees concerned with collaborative provision and teaching and learning. These bodies have responsibilities for the broad oversight of academic standards. The management of standards is supported by University link tutors who work closely with HISC. The University appoints external examiners for part of HISC's provision (those programmes at level 6). HISC is responsible for operating a Course Assessment Board under University regulations and procedures which receives reports from external examiners and confirms student grades.

4 BES is currently making changes to its quality framework, some of which require HISC to make changes to its local structures. A new group, the Quality Assurance and Enhancement Group (QAEG) will operate at Centre level, reporting to RQAEG on matters relating to the maintenance and security of academic standards and the assurance and enhancement of quality in relation to the student experience. A revised role and reporting lines for the Course Committee are under discussion.

5 The University validates all programmes offered by HISC and validation and revalidation processes for programmes and for HISC are set out in the University's Quality Procedures. This document also sets out required processes for making minor amendments to existing programmes. Discussion and review of standards plays an important role in these processes which, except in the case of minor amendments, involve external independent academic scrutiny. Programme and module specifications which define learning outcomes and assessment strategies are formally approved during validation and revalidation.

6 HISC reports regularly to BES and the University on student performance and achievement. It prepares an Annual Evaluation Report (AER) using a University template which includes quantitative and qualitative data drawn from a range of internal and external sources. The Course Committee is involved in the preparation of this report and its presentation to the University. In addition, HISC produces an annual Academic and Operations Report which, together with the AER, is discussed at the tripartite Steering

Group. The Centre Action Plan includes actions generated through annual monitoring, external examiners' and student feedback, and also actions generated by BES and external bodies such as QAA. HISC has recently taken steps to strengthen its programme monitoring through the introduction of module reviews.

How effective is the management of student assessment?

7 The management of student assessment at HISC is well organised and effective. HISC is responsible for the conduct of all aspects of assessment within a framework provided by the University. A University handbook sets out assessment regulations and this is available to staff and students through the HISC intranet. The University's Handbook for Collaborative Provision and HISC's Centre Handbook provide guidance on the operation of assessment procedures. The Centre Exams Officer is responsible for all aspects of examination procedures, including the production of exam timetables.

8 Students are made aware of the rules and regulations governing assessment at induction and during tutorials. Students whom the review team met were aware of the location of these regulations and processes such as appeals. Programme and module specifications, which are approved by the University during validation and revalidation, detail assessment requirements. Assessment criteria are contained in the course documentation and assessment briefs given to students. Students whom the review team met were well informed about the requirements for passing their course and progressing to the University, as well as the criteria which are applied to marking assessments and grading.

9 HISC staff set and mark all assessments. Assessments are moderated internally prior to being set and are mapped against the learning outcomes in the approved module specification. In most cases Centre Departmental Heads or Coordinators oversee internal moderation for discipline-based courses; BES moderates English assessment materials centrally and the University oversees coursework moderation for Art modules. Samples of all scripts are double-marked internally. External moderation, discussed in paragraphs 16-18, also takes place. Marking is, wherever possible, anonymous. Staff have access to a range of training and development opportunities which include aspects of assessment and they share assessment resources. There are formative assessment opportunities through the submission of draft assignments in some subjects, and in others through the provision of pre-submission guidance and feedback. Students receive written and oral feedback on their marked work and are able to access their unconfirmed marks through the student portal during the year. Students confirmed that the feedback they receive is helpful and timely, usually given within one or two weeks.

10 The University framework provides policies, procedures and protocols for handling mitigating circumstances, reasonable adjustment, appeals, and academic misconduct. Students are briefed about the requirements of good academic practice and referencing and have access to plagiarism-detection software. HISC has taken action to reduce the incidence of academic misconduct among particular groups of students.

11 HISC holds Course Assessment Boards that operate under University regulations and are chaired by the Head of Centre. Members of staff from the University, link tutors and the Designated Academic Liaison Officer must be present at all assessment boards and this ensures that procedures are carried out in accordance with University regulations. Boards may also not proceed without either the external examiner or his/her report where these are appointed. Confirmed marks are recorded on the University's database HISC is taking steps to eliminate errors in recording and calculating the marks submitted to assessment boards by introducing revised spreadsheets.

12 The Course Committee is responsible for ensuring that Centre assessment practice aligns with University requirements and for considering assessment strategy and the

comments of external examiners. Assessment issues feature on the agendas of departmental meetings. The AER includes discussion of external examiners' reports and aspects of assessment and, if appropriate, assessment matters feature in HISC's action plan. BES maintains oversight of assessment processes and outcomes through RQAEG and its senior committee QAEC. When established, HISC's local QAEG will provide additional oversight at Centre level.

13 At the end of their studies at HISC students receive a University transcript showing their marks. Certificates are awarded to students only when they successfully complete their University studies.

Where appropriate, how effectively are UK external reference points used in the management of academic standards?

14 HISC manages the academic standards of its provision using frameworks provided by BES and the University. These frameworks are informed by the UK Quality Code for Higher Education (Quality Code), and refer to UK external reference points which are used in the design and approval of programmes. Programme and module specifications include documents which show how the learning outcomes of the programme map onto relevant Subject Benchmark Statements or the Common European Framework for Languages (CEFR) and International English Language Testing System (IELTS) descriptors. Programme specifications form part of the definitive programme documentation which is approved by the University during validation and revalidation. Approval processes confirm that the intended learning outcomes, content and delivery of programmes are appropriate to the level of the qualification. External examiners are asked to comment on whether the standards set for an award are appropriate for qualifications at the designated level, in the subject concerned.

15 The review team observed that neither the programme nor the module specifications made available to it contained direct references to either *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ) or the Qualifications and Credit Framework (QCF). Levels on the module specifications referred to an internal classification. It would be **desirable** for HISC to make more explicit reference to national qualification frameworks in programme documentation.

How effectively are external examining, moderation, or verification used to assure academic standards?

16 External examiners are appointed to level 6, pre-master's, programmes and play an effective role in the oversight of academic standards on these programmes. They are nominated by HISC and appointed by the University. Their role, which is laid down in University regulations, is to report on standards, student performance and the appropriateness of assessment tools and practices. They moderate assessments prior to their being set, see a sample of marked scripts, and attend or provide reports to assessment boards. External examiners are expected to visit HISC regularly and meet staff and students. The University Registry receives the external examiners' reports and passes them to HISC for action and response. The reports are discussed widely in HISC and are made available to students through the Student Panel (see paragraph 32). External examiners' comments and recommendations feed into the AER and the Centre Action Plan.

17 For programmes that do not currently have external examiners, HISC is taking steps to obtain an independent external view of standards and student performance. The wider BES network provides feedback on assessment and standards of English tuition. University link tutors similarly provide feedback on discipline-based subjects. HISC

maintains module boxes containing course materials and moderated work which are available to the University for inspection.

18 The University does not require the appointment of external examiners to programmes below level 6. However, a recent BES review of HISC recommended the appointment of external examiners to all programmes. The University is able to facilitate the appointment of new externals for lower level provision on the same basis as those appointed for level 6 programmes and HISC is taking this action forward and proposing to appoint external examiners to all programmes from September 2015.

How effectively is statistical information used to monitor and assure academic standards?

19 HISC has a robust system for collecting data on student performance and makes effective use of data to monitor and assure standards. It has implemented the BES electronic system which provides detailed tracking of student attendance. Staff maintain shared records on student performance and improvement which allow at-risk students to be identified and early intervention made. Monitoring and tracking of students has contributed to successful action by HISC to increase and maintain retention rates.

20 The University monitors student progression and achievement and is able to identify students who have progressed from HISC as a subset. HISC is working with the University to allow better comparison between the performance of HISC students and other groups to evaluate changes made to the curriculum and identify further opportunities for enhancement. It is also working with the University to identify strategies to reduce 'progression flight' whereby students who are offered progression do not subsequently enrol at the University.

21 HISC reports regularly to BES on a range of key performance indicators related to progression and the student experience. Data from the student tracking system and from standardised surveys of student experience feed into the Annual Evaluation Report (AER) Statistical data and analyses are presented to the Steering Group in the Annual Academic and Operations Report, which in turn feeds into the Centre Action Plan. Data is also used to forecast class sizes and in capacity modelling. The systematic collection, analysis and use of statistical data to monitor student performance is **good practice**.

How effectively are responsibilities for managing and enhancing the quality of learning opportunities fulfilled?

22 HISC takes deliberate steps to enhance the quality of learning opportunities for students. Strengths in this area include the development of the personal tutor system and the integration and transition of the students into the University. Students are encouraged to develop independent learning to support effective transition. Individual Learning Portfolios (ILPs) are used to enhance student self-reflection and critical analysis. The Personal Learning and Thinking Skills (PLTS) module was introduced in 2013-14 to further develop independent learning, and this was supported by training for tutors.

23 HISC manages its activities through a provider-led action-planning approach which captures actions from the provider's Centre Review, external reviews such as by QAA and internal processes such as annual monitoring. In a similar fashion there is a rolling log of actions from Student Panel (see paragraph 32) which is kept under review by the Course Committee. As discussed in paragraphs 1 to 4, the policies and processes used by the Centre are set by the University and BES. A provider-level Learning and Teaching Strategy is under discussion.

24 Governance arrangements for managing and enhancing the quality of learning opportunities involve a number of groups (both informal and formal) where priorities are or could be discussed. These governance arrangements are currently subject to review and change. At present the Course Committee is the main body with oversight of the development and delivery of programmes at HISC level; a review of minutes of the Committee suggests that the business of the Committee is operational and academic leadership is limited. Initiatives are undertaken by informal or ad hoc groups, such as programme team meetings and departmental meetings, and these are not systematically recorded through the main governance structures. A review of committee minutes submitted did not show evidence of monitoring or review of quality of learning opportunities in a systematic fashion.

25 As mentioned in paragraph 4, the new Quality Assurance and Enhancement Group (QAEG) will operate at HISC level, reporting to RQAEG on matters relating to the maintenance and security of academic standards and the assurance and enhancement of quality in relation to the student experience. A revised role and reporting lines for the Course Committee are under discussion. It has not yet been finally decided whether QAEG and Course Committee will be combined or run as two separate committees, although the Centre review in March 2015 recommended that these be separated. Implementation of the QAEG was scheduled to take place in the fourth quarter of 2014 but this is still work in progress. The Centre review recommended that plans to further strengthen the management of academic standards and the enhancement of learning opportunities continue. HISC staff the team met noted that many meetings are informal and that structures and processes require further rationalising and formalising. It is **advisable** for HISC to formalise governance structures for the management and enhancement of the quality of learning opportunities.

How effectively are external reference points used in the management and enhancement of learning opportunities?

26 As explained in paragraphs 1 to 4, HISC manages the academic standards of its provision using frameworks set by the University and by BES. There is evidence of use of external reference points, such as National Qualifications Framework (NQF) levels, Subject Benchmark Statements and appropriate descriptors for English Skills for University Study to inform such frameworks.

27 Mechanisms exist to facilitate and encourage staff to engage with learning and teaching practice in the wider higher education sector. For example, all staff have access to the University's full range of staff development resources to enhance learning and teaching. A number of communities of practice have been constructed by BES for cognate roles across the BES Centre network, for example meetings for Heads of Centre and for Heads of English. Formal structures such as RQAEG and AQAEC provide forums for benchmarking of provision, policy and practice. Staff are encouraged to undertake development activities such as external conferences.

28 While the University uses the Quality Code in the construction of its policies and procedures, many of which are used by HISC, the Centre does not explicitly reference or use the Quality Code in setting its own policies or reviewing practice. HISC reports that it is planning a mapping of the Quality Code on a rolling basis over the next five year. It would be **desirable** for HISC to make more explicit use of relevant sections of the Quality Code in the management and enhancement of learning opportunities.

How effectively do Bellerbys Educational Services Ltd and University of Huddersfield ISC assure themselves that the quality of teaching and learning is being maintained and enhanced?

29 There are effective systems in place to review, observe and improve the quality of learning and teaching and for mechanisms to share best practice. There is an established teaching observation scheme with observations taking place annually and an ensuing appraisal as required by BES. There is also an optional peer observation scheme. Overarching themes from teaching observations are taken to Course Committee with further discussions at subject/team level. Good practice is shared at full staff meetings. Formal systems exist for module evaluations in the form of feedback from student surveys and tutors' self-reflection on the module.

30 Additional oversight of the learning and teaching processes is undertaken by the formal systems of annual monitoring, mid-term reviews by the University, as laid down in the Handbook of Collaborative Provision, and by Centre Review undertaken by BES. The introduction of the new Quality Assurance and Enhancement Group (QAEG), which will operate at HISC level and report to RQAEG, will provide a further mechanism for the assurance and enhancement of quality in relation to the student experience.

31 The review team was provided with examples of the development of teaching materials and staffing changes to strengthen teaching and administrative resources at HISC. There is also evidence of staff development on learning and teaching, including attendance at conferences, training on educational material and systems, and engagement with the higher education sector through communities of practice.

How effectively is student feedback used to assure and enhance the quality of learning opportunities?

32 Mechanisms for obtaining student feedback are clearly articulated and used to make improvements to learning and teaching. Student Panel meets once a term and a rolling log of issues raised and actions to be taken at these meetings is maintained. There are currently 14 student representatives, five of whom are selected for Student Panel. There is a new approach to the selection procedure for recruitment of student representatives. A student representative manual is being developed for the start of the 2015-16 session, as recommended by the March 2015 BES Centre Review. Students provide feedback on Student Panel to their cohorts through a number of mechanisms, including the newly introduced student newsletter, social media pages and University email. Student Panel issues are discussed in Course Committees and from there feed into Business School processes.

33 HISC uses surveys to gather student feedback. These include an induction survey, end-of-year surveys and module evaluations that are completed by students and the tutor. Results of surveys are discussed at Course Committees. Students met by the review team were aware of changes that have taken place as a result of student feedback.

34 There is current provision for student representation on the Course Committee though very limited engagement due to timings of meetings. There is no further student representation on any other group or committee. The BES Centre Review has recommended that HISC set up formal student representation on quality-related committees, including QAEG. It would be **desirable** for HISC to provide and promote further opportunities for student participation in decision making.

How effectively do Bellerbys Educational Services Ltd and University of Huddersfield ISC assure themselves that students are supported effectively?

35 Students are well supported during their time at HISC and in particular in the transition to the University. Students have access to a full range of University support functions and in addition HISC has built a framework for support for their pastoral and academic care.

36 There is a strong personal tutor system, as evidenced by the recent BES Centre Review and from student feedback. Tutorials operate on a group and individual basis and are well defined in the Personal Tutors' Handbook. They focus on different aspects of learning skills and are used effectively to identify and support student progression. HISC's Pastoral and Tutorial Support Coordinator provides clear information on staff training and other support available for staff who act as tutors. The personal tutor maintains detailed records of personal tutor meetings, with logs of records of student issues, and there is additional support for under-18 year-olds. Students whom the review team met provided positive feedback on the pastoral and academic support they receive.

37 Students are provided with induction support, including a refresher lesson in maths and English with early diagnostic testing and identification of support. This early diagnostic testing was identified as a strength by BES Centre Review and confirmed by students. Group induction events cover areas such as assessment regulations, academic integrity, introduction to the personal tutoring system and cultural expectations. HISC reviews the feedback from students on induction and use it to plan improvements for the following session.

38 Revision classes have been introduced for students who failed to meet the pass mark in any module in 2014-15, along with 'stretch and challenge' classes for those students that pass all modules. The students whom the review team met commented that these were helpful. As discussed in paragraph 22, HISC has introduced a number of other initiatives to encourage independent learning, including ILPs and the PLTS module.

39 There is a vibrant enrichment programme along with multiple examples of visits to academic schools at the University, as well as deliberate mechanisms to locate learning within the wider University setting to aid integration. Interaction with social aspects of the University, including the Students' Union, is valued by students and by HISC and the University as it aids integration and transition. This level of embedded engagement in the University is considered by HISC and the University to be one of the underpinning success factors resulting in improved and strong progression and student achievement. The range of support mechanisms and activities that ensure successful student integration with, and transition to, the University is **good practice**.

How effectively does Huddersfield ISC manage the recruitment and admission of students?

40 The Collaboration Agreement states that students will be recruited and sponsored by BES; this is overseen by BES Director of Admissions. The Head of Centre can make exceptional decisions if students lack grades. International applicants who apply to the University may be referred to HISC. The University has no direct input into the BES selection or recruitment process but it monitors the success of HISC students on progression. There has been significant growth in student numbers, which is welcomed by both the provider and the University, with further planned growth to 2017-18. This has been supported by the appointment, in 2013-14, of a dedicated Centre Marketing Manager who works with the University's International Office and BES regional offices around the world to recruit students for HISC. HISC is aware that student recruitment is currently more successful in two

countries in particular and is mindful of the challenges this brings to programme delivery. It is seeking ways through recruitment processes to diversify student intake. Staff stated that they have made changes to teaching and learning, including flipping lectures and uploading materials online prior to taught sessions, to address the different learning styles and needs of student cohorts resulting from this recruitment trend.

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

41 HISC provides a number of arrangements for staff to maintain and improve their teaching and scholarship. These include examples of continuous professional development opportunities, such as the BES teaching conference and the International Association of Teachers of English as a Foreign Language conference, specific training on the virtual learning environment (VLE) and the student records system, as well as monthly Learning Bytes sessions and induction for staff new to personal tutoring. All HISC staff have full access to University staff development and other resources, including online resources and training.

42 As discussed in paragraph 29 there is an established cycle of teaching observation and appraisal and a peer observation system and, as discussed in paragraph 27, there is also evidence of staff development and sharing of best practice with the University, at provider level and with the wider higher education sector.

How effectively do Bellerbys Educational Services Ltd and University of Huddersfield ISC ensure that learning resources are accessible to students and sufficient to enable them to achieve the learning outcomes?

43 Students have access to sufficient and appropriate resources to enable them to succeed in their programmes. All HISC students have access to University resources, including the VLE, library resources and the student portal; social aspects of the University, including societies and the Students' Union; and other support functions such as disability support, student support services and the registry. HISC is sensitive to the needs of international learners and provides early diagnostic testing for English and maths. Recent improvements include the provision of VLE open reading lists, and the move towards more blended learning and flipped lectures.

44 HISC moved to new facilities in the Central Services Building in 2013, with teaching space, staff offices and a student common room. An IT suite will be ready to open in summer 2015. Teaching and assessment also takes place elsewhere on campus and additional teaching space is being considered in the context of the current expansion plans. HISC has recruited a number of additional teaching, managerial and administrative posts and is aware of the challenges of upscaling. The continuation of managed growth in student numbers is supported fully by the University.

How effectively does Huddersfield ISC's public information communicate to students and other stakeholders about the higher education it provides at this college?

45 HISC provides extensive useful information about its provision, both internally and externally, using a range of communication channels. Programme information is available on its website and in the prospectus. Prior to arrival, students receive an information pack with advice about coming to the UK and details about the start of their programme. Students who met the review team stated that the information they received during application and prior to arrival provided a helpful and accurate picture of what to expect.

46 Once enrolled, students are given comprehensive programme information which is available on paper and electronically. Programme specifications and module guides provide information about the programmes to be studied. Further information about study and individual sessions is posted on the VLE. Students are provided with handbooks which provide information about HISC, the University, and rules and regulations relevant to being a student. Handbooks are available in both hard copy and electronically. Students the review team met confirmed that information provided to them is helpful and meets their needs. Staff have access to HISC and programme-related documents through the Centre intranet.

How effective are Huddersfield ISC's arrangements for assuring the accuracy and completeness of information it has responsibility for publishing at this college?

47 There are effective processes to assure the accuracy and appropriateness of information published by HISC. BES, HISC, and the University share responsibility for the provision of public information and for managing its accuracy. The Head of Centre is formally responsible for the accuracy of all internal and external-facing materials published by HISC, and for providing BES with accurate information for incorporation on the central website and in the prospectus. HISC's Marketing Department and Deputy Head of Centre assist in this process. HISC reports to RQAEG on the information approval process , which is also incorporated in HISC's Centre Action Plan.

48 HISC works closely with the University to ensure that published information is accurate and complete. Under the terms of the contract between HISC and the University, the Pro Vice-Chancellor (International) has final responsibility for approving the publication of information on HISC's website and marketing materials. This works effectively through established protocols which allow HISC to maintain and update its website.

49 The accuracy and completeness of programme documentation is checked by the University in the course of validation and revalidation of programmes. The template for handbooks is also agreed at validation and Centre Departmental Heads and Coordinators are responsible for ensuring that they are kept up to date.

Action plan¹

Huddersfield ISC - Action plan relating to the Embedded College Review for Educational Oversight in May 2015						
Good practice	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date(s)	Action by	Reported to	Evaluation (process or evidence)
The review team identified the following areas of good practice that are worthy of wider dissemination within and/or beyond the Centre:						
<ul style="list-style-type: none"> the systematic collection, analysis and use of statistical data to monitor student performance (paragraph 21) 	An even clearer insight and better understanding of student performance and to develop support and intervention strategy targeted at each individual student's needs	<ol style="list-style-type: none"> Diagnostic testing of students on arrival and during induction week Mid-term assessment Formative assessment and in-class tests Regular review on progression/RAG rating system Timely interventions for weak students Working in partnership with the University Schools in the tracking and monitoring of performance when progressed onto University degree courses 	July 2016	Head of Centre and Deputy Head of Centre	Regional Director	Test and assessment results and analysis, progression review reports, intervention plans and minutes of meetings with University Schools

¹ The provider has been required to develop this action plan to follow up on good practice and address any recommendations arising from the review. QAA monitors progress against the action plan, in conjunction with the partner higher education institution.

<ul style="list-style-type: none"> the range of support mechanisms and activities that ensure successful student integration with, and transition to, the University (paragraph 39). 	<p>A further enhancement of the effectiveness of existing support mechanisms and activities to ensure better integration with and smooth transition to the University, to have a full picture of ISC student journey through the ISC to the University</p>	<ol style="list-style-type: none"> Regular joined-up activities between ISC and University Schools, for example talks by tutors from the University Schools/ Departments, tours of labs and University facilities, art exhibits, School Open Days An ISC Open Day for Link Tutors Regular meetings with Link Tutors and Designated Academic Liaison Officer Joined-up activities with the University Students' Union 	<p>June 2016</p>	<p>Deputy Head of Centre</p>	<p>Head of Centre</p>	<p>Minutes of meetings, feedback from tutors/Link Tutors and students and reports to Steering and Annual Evaluation Report</p>
<p>Advisable</p>	<p>Intended outcomes</p>	<p>Actions to be taken to achieve intended outcomes</p>	<p>Target date(s)</p>	<p>Action by</p>	<p>Reported to</p>	<p>Evaluation (process or evidence)</p>
<p>The team considers that it is advisable for the Centre to:</p>						
<ul style="list-style-type: none"> formalise governance structures for the management and enhancement of the quality of 	<p>To have a Centre-focused quality assurance enhancement group (QAEG) in addition to the Course Committee in the existing governance structure</p>	<p>Establish a separate Centre-level QAEG whose membership consists of key academic staff, student representatives and ISC senior management. The new QAEG will report to the Regional Quality Assurance</p>	<p>From September 2015</p>	<p>Head of Centre</p>	<p>Regional Director</p>	<p>Records of meetings taking place, minutes/action points and the Centre Action Plan</p>

learning opportunities (paragraph 25).		and Enhancement Group at regional level as per BES quality assurance structure and to Course Committee as part of the University quality assurance structure				
Desirable	Intended outcomes	Actions to be taken to achieve intended outcomes	Target date/s	Action by	Reported to	Evaluation (process or evidence)
The team considers that it would be desirable for the Centre to:						
<ul style="list-style-type: none"> make more explicit reference to national qualification frameworks in programme documentation (paragraph 15) 	All current provision and programmes on offer referenced to the national qualification frameworks, for example the National Qualification Framework, for English Skills for University Studies, the Common European Framework of Reference global descriptors	Review and ensure benchmarking of existing foundation, international year one and pre-master's against national qualification frameworks	September 2015	Head of Centre	Regional Director	Programme documentation, for example programme and module specifications, module handbooks for students
<ul style="list-style-type: none"> make more explicit use of relevant sections of the Quality Code in the management and enhancement of learning 	The setting and review of ISC policies and procedures regarding current provision and programmes be referenced explicitly to the Quality Code, as appropriate	<ol style="list-style-type: none"> Review current policies, procedures and practices against the Quality Code, in line with BES's thematic approach to chapter engagement from 2015-16. Ensure the use of the Quality Code in the construction of ISC 	June 2016	Head of Centre	Regional Director	Key Centre documents and materials, for example the Centre (Quality) Handbook

opportunities (paragraph 28)		policies, procedures and practices, including for example, key Centre documents and other materials				
<ul style="list-style-type: none"> provide and promote further opportunities for student participation in decision making (paragraph 34). 	Robust student representation and participation on formal committees and groups within the quality and governance structure	<p>Introduce student membership onto both Course Committee and Quality Assurance and Enhancement Group from 2015-16</p> <p>Continue to involve and discuss key student issues with the Student Panel</p>	September 2015	Head of Centre, Deputy Head of Centre	Regional Director	Records of both meetings and minutes

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