



# **Integrated quality and enhancement review**

**Summative review**

**St Helens College**

**February 2012**

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## **Preface**

The mission of the Quality Assurance Agency for Higher Education (QAA) is to safeguard the public interest in sound standards of higher education qualifications and to inform and encourage continual improvement in the management of the quality of higher education. As part of this mission, QAA undertakes reviews of higher education provision delivered in further education colleges. This process is known as Integrated quality and enhancement review (IQER).

## **Purpose of IQER**

Higher education programmes delivered by further education colleges (colleges) lead to awards made by higher education institutions or Edexcel. The awarding bodies retain ultimate responsibility for maintaining the academic standards of their awards and assuring the quality of the students' learning opportunities. The purpose of IQER is, therefore, to safeguard the public interest in the academic standards and quality of higher education delivered in colleges. It achieves this by providing objective and independent information about the way in which colleges discharge their responsibilities within the context of their partnership agreements with awarding bodies. IQER focuses on three core themes: academic standards, quality of learning opportunities and public information.

## **The IQER process**

IQER is a peer review process. It is divided into two complementary stages: Developmental engagement and Summative review. In accordance with the published method, colleges with less than 100 full-time equivalent students funded by the Higher Education Funding Council for England (HEFCE), may elect not to take part in Developmental engagements, but all HEFCE-funded colleges will take part in Summative review.

## **Developmental engagement**

Developmental engagements explore in an open and collegial way the challenges colleges face in specific areas of higher education provision. Each college's first, and often their only, Developmental engagement focuses on student assessment.

The main elements of a Developmental engagement are:

- a self-evaluation by the college
- an optional written submission by the student body
- a preparatory meeting between the college and the IQER coordinator several weeks before the Developmental engagement visit
- the Developmental engagement visit, which normally lasts two days
- the evaluation of the extent to which the college manages effectively its responsibilities for the delivery of academic standards and the quality of its higher education provision, plus the arrangements for assuring the accuracy and completeness of public information it is responsible for publishing about its higher education
- the production of a written report of the team's findings.

To promote a collegial approach, Developmental engagement teams include up to two members of staff from the further education college under review. They are known as nominees for this process.

## Summative review

Summative review addresses all aspects of a college's HEFCE-funded higher education provision and provides judgements on the management and delivery of this provision against core themes one and two, and a conclusion against core theme three.

Summative review shares the main elements of Developmental engagement described above. Summative review teams however, are composed of the IQER coordinator and QAA reviewers. They do not include nominees.

## Evidence

In order to obtain evidence for the review, IQER teams carry out a number of activities, including:

- reviewing the college's self-evaluation and its internal procedures and documents
- reviewing the optional written submission from students
- asking questions of relevant staff
- talking to students about their experiences.

IQER teams' expectations of colleges are guided by a nationally agreed set of reference points, known as the Academic Infrastructure. These are published by QAA and consist of:

- *The framework for higher education qualifications in England, Wales and Northern Ireland (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 bodies, but do not contain judgements. Recommendations will be at one of three levels - **essential**, **advisable** and **desirable**. To promote an open and collegial approach to Developmental engagements, the reports are not published.
- Summative review reports identify good practice and contain judgements about whether the college is discharging its responsibilities effectively against core themes one and two above. The judgements are **confidence**, **limited confidence** or **no confidence**. There is no judgement for the third core theme, instead the report will provide evaluation and a conclusion. Summative review reports are published. Differentiated judgements can be made where a team judges a college's

management of the standards and/or quality of the awards made by one awarding body to be different from those made by another.

Colleges are required to develop an action plan to address any recommendations arising from IQER. Progress against these action plans is monitored by QAA in conjunction with HEFCE and/or the college's awarding body/ies as appropriate. The college's action plan in response to the conclusions of the Summative review will be published as part of the report.

## Executive summary

### The Summative review of St Helens College carried out in February 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:

- responsiveness to the changing validation relationships which enables the College to maintain a representative portfolio of higher education provision to meet higher level skills needs and local progression opportunities
- the effective programme-level employer engagement activity across the majority of programmes which provides enhanced learning opportunities for students
- the integration of a wide range of student support arrangements which enhances the learning experience for students
- the variety of media and formats for the presentation of public information which students find informative and welcoming.

### Recommendations

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

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

- improve the higher education committee structures and associated roles and responsibilities in order to establish an efficient and robust higher education infrastructure in which to manage academic standards.

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

- review policies and procedures to ensure they are referenced to the Academic Infrastructure
- fully embed the higher education quality cycle into a single College quality procedure to monitor and enhance academic standards
- implement an overarching College strategy for engaging with employers and work-related learning activity in order to enhance the student learning opportunities
- implement a college-wide continuous professional development programme for higher education staff to support enhancements in teaching and learning
- implement regular audits of programme information on the virtual learning environment to assure the consistency and currency of all higher education information.

## 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 St Helens 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 Central Lancashire, Edge Hill University, Liverpool John Moores University, Liverpool Hope University, the University of Huddersfield, the University of Salford, Sheffield Hallam University, York St John University, and Edexcel. The review was carried out by Ms Maggie Carroll, Mr Liam Curran, Mr Harry Davison (reviewers) and Mr Bob Saynor (coordinator).

2 The Summative review team (the team) conducted the review in agreement with the College and in accordance with *The handbook for Integrated Quality and Enhancement Review* (the handbook), published by QAA. Evidence in support of the Summative review included documentation supplied by the College and its awarding bodies, meetings with staff, students, employers and partner institutions, and reports of reviews by QAA and from inspections by Ofsted. In particular, the team drew on the findings and recommendations of the Developmental engagement in assessment. A summary of findings from this Developmental engagement is provided in Section C of this report. The review also considered the College's use of the Academic Infrastructure, developed by QAA on behalf of higher education providers, with reference to the *Code of practice*, subject and award benchmark statements, the FHEQ, and programme specifications.

3 In order to help HEFCE 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 St Helens College is a general further education college serving the borough of St Helens, which lies to the South East of Merseyside and is broadly equidistant between the major cities of Manchester and Liverpool. The College has 8,298 students in total, which equate to 6,626 full-time equivalent students. This is composed of 3,643 full-time and 4,655 part-time students. Of these, 1,059 (735 full-time equivalent) are higher education students funded by HEFCE, comprising 553 full-time and 506 part-time students. The higher education programmes are taught by 90 members of staff, whose commitment equates to 72 full-time equivalent staff. Curriculum development and delivery is carried out within seven of the College's 12 academic departments. At senior management level, higher education liaison and responsibility lies with the Assistant Principal Higher Education. The College's slogan is 'It's all about you', which expresses its commitment to being customer-focused. The College is underpinned by six strategic aims.

### Partnership agreements with the awarding bodies

5 The College has formal partnership agreements with the University of Central Lancashire, Edge Hill University, Liverpool Hope University, Liverpool John Moores University, the University of Huddersfield, the University of Salford, Sheffield Hallam University, and York St John University, with provision also offered through Edexcel. The list of current awards, with their awarding body and full-time equivalent student numbers, are as follows.

Integrated quality and enhancement review

### **University of Central Lancashire**

- FD Theatre & Performance (22)

### **Edge Hill University**

- FD Complementary Therapy (19)

### **Liverpool Hope University**

- Diploma in Teaching in the Lifelong Learning Sector (DTLLS) (11.5)

### **Liverpool John Moores University**

- BA (Hons) Criminal Justice (Top-up) (23)
- BA (Hons) Culture, Mind & Modernity (26.5)
- BA (Hons) Fine Art (Painting) (32)
- BA (Hons) Game Art (23)
- BA (Hons) Graphic Design (Top-up) (13)
- BA (Hons) Photography (38)
- BA (Hons) Social Policy, Health & Housing (Top-up) (6.5)
- BA (Hons) Youth & Community Work (15)
- FD Criminal Justice (26)
- FD Early Years Practice (15.5)
- FD Graphic Design (38.5)
- FD Music Production & Sound Design (25)
- FD Social Policy, Health & Housing (23)
- Diploma in Teaching in the Lifelong Learning Sector (DTLLS) (14.5)

### **University of Huddersfield**

- FD Criminal Justice (3)
- FD Early Years Practice (11.5)

### **University of Salford**

- FD Applied Microbiology (15)
- FD Exercise, Health & Fitness (23.5)

### **Sheffield Hallam University**

- FD Internet & Business Technologies (29)

### **York St John University**

- BA (Hons) Business Administration (Top-up) (16.5)

### **Edexcel**

- HNC Applied Chemistry (7)
- HND Business & Management (31)
- HNC/D Business (24)
- HNC Computing (4)
- HNC/D Construction (22.5)



- HNC/D Electrical/Electronic Engineering (52.5)
- HNC/D Manufacturing Engineering (15)
- HNC/D Mechanical Engineering (42)
- HNC/D Operational Engineering (20.5)
- HND Sports Therapy (11)
- HND Sports Coaching (9)

## **Recent developments in higher education at the College**

6 Until recently, the College provided education and training opportunities on three sites in and around the town centre; however, following the completion of a £58 million rebuild of the town centre campus, the College has consolidated provision on two sites: the main campus, located in the town centre, and the technology campus, located on the outskirts of the town. A new Principal took up her post in January 2012.

7 During 2011-12 the College will be transferring the validation of a range of higher education programmes from Liverpool John Moores University to the University of Chester. These changes will be implemented from the 2012-13 academic year and result from strategic decisions made by Liverpool John Moores University to withdraw level 6 validation relationships with collaborative partners, with the exception of the BA (Hons) Youth & Community Work. The College has also established a new partnership relationship with Liverpool Hope University to undertake validation responsibilities for the Diploma in Teaching in the Lifelong Learning Sector (DTLLS) programme from Liverpool John Moores University. Students commencing this programme in 2011-12 are on the programme validated by Liverpool Hope University.

## **Students' contribution to the review, including the written submission**

8 Students from the higher education provision at the College were invited to present a submission to the team. The Senior Tutor for Higher Education and Transnational Partnerships led the process to produce a student submission. A draft document incorporated an analysis of the results of the 2011 National Student Survey (NSS) and the outcomes from an internal higher education student questionnaire. This draft was circulated to programme leaders for distribution to course representatives. A group of course representatives attended a Higher Education Student Forum meeting in November 2011 to review the submission on behalf of the student cohort. An additional meeting was held at the Technology Campus to ensure higher education students from this campus engaged in the process. Changes were made as a result of student feedback, and a final version was subsequently completed and submitted to the course representatives. The final version was also submitted to the review team in advance of the visit. The submission, together with the team's meeting with the students, provided a valuable basis for further enquiries.

## **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?**

9 The College has in place clear partnership agreements with all its awarding bodies. The College and the range of awarding bodies have developed effective working relationships, resulting in a shared understanding of partner responsibilities as they relate to academic standards. The Assistant Principal for Higher Education is the nominated senior manager for higher education and is supported operationally by the Senior Tutor for Higher Education. The Assistant Principal reports directly to the Senior Leadership Team, the Principal, and ultimately the Corporation.

10 The Higher Education Strategy and Culture Group (the Strategy and Culture Group) is the vehicle for the monitoring of academic standards for higher education. Each head of department with higher education provision is a member of this group. The group reports to the Senior Leadership Team and also links with the nominated higher education Governor and the Standards and Curriculum Committee, a subcommittee of the Corporation. The Strategy and Culture Group has a remit to develop relationships with partners, and ensure that actions to improve the student experience are taken forward. The Strategy and Culture Group receives reports from programme assessment boards, annual self-assessment reports, the Higher Education Quality Group, and the Higher Education Academic Forum.

11 The Higher Education Quality Group is a recent initiative and has a remit to support and guide departments within the College which offer, or intend to offer, higher education provision. An example of this support is the recent revision of internal verification processes to enable these to have a specific higher education focus. The Higher Education Quality Group monitors provision through the review of programme self-assessment reports, student handbooks and performance data. This group reports to and receives reports from the Strategy and Culture Group.

12 The Higher Education Academic Forum is a group that reports to the Strategy and Culture Group and aims to provide a practitioner forum for discussion on all matters pertaining to higher education, and a voice for higher education staff. The Higher Education Academic Forum receives reports from the Research and Scholarly Activity Group which has been established to promote research and scholarly activity. A number of these groups and committees have been established recently following the Developmental engagement. While they have a specific role within the College there is duplication of activity and lack of cohesion in the structure. The team recommends as advisable for the College to improve the higher education committee structures and associated roles and responsibilities, in order to establish an efficient and robust higher education infrastructure in which to manage academic standards.

#### **What account is taken of the Academic Infrastructure?**

13 The College is engaging well with the Academic Infrastructure and relevant professional and occupational benchmark reference points. These are used to inform the development, delivery and monitoring of standards. Programme specifications demonstrate

that teams have planned intended learning outcomes with close attention to subject benchmark statements and appropriate reference to the FHEQ.

14 The College is progressing a range of revalidation changes and expanded higher education, and plans to ensure that the quality assurance processes facilitate a more explicit focus on higher education requirements. There are clear references to the Academic Infrastructure at the point of programme approval. However, there are inconsistencies in how these reference points are used to inform policies and procedures relating to higher education. There is also limited understanding of, or engagement with, the Academic Infrastructure by staff. The team recommends that it would be desirable for the College to review policies and procedures to ensure they are referenced to the Academic Infrastructure.

**How does the College assure itself that it is fulfilling its obligations to ensure that the standards of higher education provision meet the requirements of validating partners and awarding bodies?**

15 The College has in place clear systems and procedures to manage the academic standards for higher education provision across the nine awarding bodies. Heads of department and programme teams have responded to ensure provision is aligned with the regulatory requirements. This has been achieved through well established relationships with key link staff at the awarding body. Recent changes to institutional collaboration and partnership strategies have required the College to change validation relationships. These changes have been undertaken with no detrimental impact on the student experience. This was substantiated at the various meetings held with the review team. The responsiveness to the changing validation relationships, which enables the College to maintain a representative portfolio of higher education provision to meet higher levels skills needs and local progression opportunities, is good practice.

16 External examiners are appointed by the appropriate awarding body. Each of the programme areas has an assessment board with partner representation through the awarding link tutor or external examiner. External examiner reports are received by the higher education administrator from the awarding body. The mechanism for this receipt is currently recorded on a tracking document, however there is no central record of date received, distributed, responses checked or inclusion in the annual report. The review team were able to verify that responses to these reports are the responsibility of the programme team and action points are monitored and approved by the head of department and forwarded to the awarding body. The external examiner summary reports produced by the Higher Education Quality Group are considered by the Strategy and Culture Group and then the Senior Leadership Team. Actions in response to external examiner comments are also recorded in the programme self-assessment report and included in the College higher education self-assessment report.

17 The College has a generic higher education monitoring cycle that outlines requirements to be met by programme teams in relation to managing standards during each academic year. The College reported that the College Quality Manager has only a lead responsibility for the Higher National programmes relating to compliance with awarding body requirements. The responsibility for all other higher education programmes resides with the Strategy and Culture Group and Higher Education Quality Group. The review team identified a lack of synergy with College quality monitoring procedures. It would be desirable for the College to fully embed the higher education quality cycle into a single College quality procedure to monitor and enhance academic standards.

18 Retention and achievement rates are high, reflecting sound management of standards assessment by the College. There are good local progression routes for students on most of the programmes. Foundation Degrees delivered at the College achieve similar

levels to Level 5 programmes delivered at partner universities. Assessments are clearly set out in terms of what is required and how the assessment is to take place. The feedback provided to students on marked work is considered useful and helps them to improve.

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

19 The College has in place a Continuous Professional Development Policy which identifies the principles that are applied in respect of staff development. The staff appraisal process identifies targets that include participation in continuous professional development activities and targets influenced by the outcomes of teaching observations. Staff keep a record of their professional, personal and leisure development and the College records this using a College reflective portfolio. There are examples of staff currently undertaking higher level qualifications. Staff also undertake education and training to develop their own expertise to enhance teaching and learning within their subject area.

20 The College recognises the importance of staff development and the use of scholarly activity and this has led to the establishment of the Higher Education Research and Scholarly Activity Group. This group reports to the Higher Education Academic Forum and the Strategy and Culture Group. The remit of this group is to support staff in the development and maintenance of knowledge and skills to support the higher education curriculum. An initiative of this group is the development of the virtual research environment as a resource area for dissemination to all staff engaged in higher education delivery. At present this area of the virtual learning environment acts as a repository for staff, but the intention is to develop this area further to provide staff with a vehicle to promote dissemination and exchange of knowledge and good practice.

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

## **Core theme 2: Quality of learning opportunities**

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

21 The responsibilities and arrangements for managing and reporting on the quality of learning opportunities are those described in paragraphs 9 to 12. These arrangements are effective in managing and supporting the quality of learning opportunities for its higher education provision, and are clear and understood within the College and by the relevant awarding body.

22 The College Higher Education Quality System Manual comprises a set of policies, procedures and guidelines to provide reference points for managing the quality of learning opportunities for higher education programmes. It makes references to the *Code of practice* and to College policies such as the Learner Engagement Strategy and associated implementation plan, and the Higher Education Teaching, Learning and Assessment Strategy. This manual has been developed to enable staff to approach the management of learning and teaching with consistency across all the higher education programmes, and recognises that higher education learning and teaching has distinctive features in supporting and enriching the student experience.

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

23 The College, in liaison with each of the awarding bodies, has clear processes for monitoring and reviewing the quality of students' learning opportunities. The partnership agreements identify roles and responsibilities for the College in this respect. These include the appointment of suitably qualified staff, provision of learning resources, staff development, and student access to learning support. Liaison from programme teams at the College to each of the awarding bodies ensures issues relating to learning opportunities are captured and appropriate action is taken. Effective relationships between the awarding body link tutors and the College programme leaders ensure the programmes meet both awarding body and College requirements for the management of quality.

24 Awarding body partners and College heads of department attend Programme Boards of Study and Assessment Boards at the College, and the annual self-assessment report reflects the joint interests of each party. Following this, the awarding body link tutor submits an annual overview report as a means of contributing to the assurance of the quality of the learning opportunities. This is then included in the College self-assessment report which is also submitted to the relevant awarding body.

### **What account is taken of the Academic Infrastructure?**

25 Details of the College's engagement with the Academic Infrastructure is contained in paragraphs 13 and 14.

26 Programme handbooks for Foundation Degrees make clear references to work-related learning which align to the *Code of practice, Section 9: Work-based and placement learning*. The review team were able to identify a range of external examiners' reports which provided a clear indication of how the *Code of practice, Section 6: Assessment of students* has been addressed across the provision in respect of teaching, learning and assessment.

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

27 Partnership agreements with the awarding bodies indicate that while the appointment of appropriately qualified staff to teach on the higher education programmes is College-led, final approval for staffing in most cases rests with the awarding body. The review team were able to confirm that staff are sufficiently well qualified to support students' learning effectively and that they have appropriate academic and professional qualifications.

28 Students are very positive about the quality of teaching, commenting on the enthusiasm and good subject knowledge of the teaching staff, and their willingness to provide additional support for their learning. Their overall evaluation of the College's higher education provision is captured in a number of ways and levels within the College. The different approaches enable the College to clearly understand strengths and areas for development which relate to students' learning experience. A clear and informative Student Information Handbook includes a section on the expectations of providing assessment feedback by students on their experience. Most programme teams make use of module evaluations to elicit student views. The College is currently trialling several options aimed at improving the feedback from this source.

29 The recently established Higher Education Student Forum aims at bringing together students from different academic disciplines to discuss experiences and inform future developments in higher education. The meetings are scheduled to enable outcomes to be reported at the Higher Education Academic Forum, which will then report to the Strategy and Culture Group. The student voice is valued, and feedback actively sought in a variety of ways from induction questionnaires, module evaluation, and board of studies meetings. The responses are analysed and collated so that they are useful in the production of the annual self-assessment reports and annual monitoring. Students give a positive account of their experience at the College and the extensive range of student engagement activities clearly contributes to a positive and responsive student experience.

30 The Teaching, Learning and Assessment Strategy identifies the need to build work-related learning into the curriculum, and the review team identified an extensive range of examples which enhanced the student learning experience. These included opportunities for students to work with external professional practitioners, participate in work-related assignment briefs, practise in the field on placement, and develop industry standard work in liaison with industrial partners. The Foundation Degree in Microbiology programme, for example, owes much of its design to feedback from those working in the microbiology industry. Similarly, in the Foundation Degree in Criminal Justice, practitioners and specialists in the field were consulted on the programme's design. In the field of creative arts a range of projects supports the aim to prepare students for future work and employment. These include exhibiting work in prestigious venues, inviting guest speakers to lead design projects, hosting students for practice-based dissertations, and working directly with a games arts company incorporating placement opportunities. The effective programme level employer engagement activity across the majority of programmes which provides enhanced learning opportunities for students is good practice.

31 Employers who met the team were very positive about the students' engagement with the workplace setting and the relationship with College staff that helps to inform the curriculum. However, the College does not have an overall strategy to engage with employers in relation to the higher education provision. Employers are not routinely asked to feed back formally on the programmes with which they engage and, despite there being a standing item for reports from employers, they are not always represented on programme boards of study. It would be desirable for the College to implement an overarching College strategy for engaging with employers and work-related learning activity to enhance the good practice in place at programme level and support the student learning experience.

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

32 The team found that academic and pastoral support systems are extensive in the College, and these extend from admissions through to programme completion. These wide ranging approaches are well managed and enable students to develop as confident and independent learners. Students attested enthusiastically to the excellent academic, pastoral and professional support offered by the College. In all programmes, students reflect on their learning which in some cases is an assessment item, and in others it is embedded in the form of a Personal Development Plan.

33 During the induction process students are assigned a personal tutor, and tutorials are timetabled once a week throughout the academic year. In addition to these tutorials, students arrange appointments with their tutor as required, and it is evident that students find staff accessible and approachable in meeting their learning needs. They report that staff supported them outside normal College hours, for example by email.

34 Additional academic support provided includes tutorials, study skills input, an 'English for Academic' study programme, and support from library services. Students are

also provided with a detailed Higher Education Information Handbook. Student Services provides advice for students on matters such as careers, finance and welfare, and personal counselling. The College also provides information regarding access to additional learner support, and support for students with visual and hearing impairment, dyslexia and other disabilities. Students are clear how they might access these services. The integration of a wide range of student support arrangements which enhances the learning experience for students is good practice.

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

35 There is good participation in training, and evidence from training and development records shows that staff development of a generic nature is buoyant. Staff reported that they feel well supported in having their development requests met. Some staff are developing their particular areas of expertise through external activity such as working in their academic and professional field, attending courses and conferences, and engaging in further study to support their higher education teaching. Examples of these are reading for MA and PhD at regional universities, personal practice in the arts, and updating industrial knowledge through externally taught courses. The College has been proactive in promoting the use of the virtual learning environment among staff through staff development activities.

36 The team identified that the leadership and drive for the identification of enhancement opportunities to support teaching and learning is by the individual staff and not linked to an overarching plan. The newly formed Higher Education Research and Scholarly Activity Group aims to support the academic and professional development of all higher education staff, and has the potential to take a more strategic role in this. The College has already anticipated that as the work of this group develops, it will adopt a more formal policy on activities to support a more structured approach to higher education staff development. It would be desirable for the College to implement a college-wide continuous professional development programme for higher education staff to support enhancements in teaching and learning.

### **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?**

37 The adequacy of resources is initially checked and assessed at the point of validation, and thereafter higher education investment features within the College budget planning process. The College acknowledges that the quality and availability of both generic and specialist learning resources has, in the past, met with some criticism and in some cases been attributable to the major campus building programme. However, this work has now been completed and the higher education provision has been enhanced by the refurbishment of teaching areas and workshops. For example the redesigned photography, fine art and graphic design studios now have individual workspaces for students. Furthermore, the significant capital expenditure programme has raised the specification and availability of generic resources such as computing facilities.

38 Resource planning is, in part, informed by outcomes of the annual self-assessment process, and the National Student Survey, both of which identified students' concerns about the quality and availability of some resources. Responsibility for the information technology infrastructure and library services has now been incorporated within Corporate Services under a single manager. Progress has been made through the installation of wi-fi, interactive whiteboards and LCD screens, and monitoring and updating the computing stock on a rolling programme.

39 The College uses the virtual learning environment to support and enhance the student experience. Each programme has its own area to locate materials which students can access internally and externally to the College. In the higher education self-assessment report the College highlighted the need for increased use of the virtual learning environment within programme teams. For example, as part of the annual monitoring process for 2010-11 the Foundation Degree in Music Production & Sound Design intended to trial the integration of assignment feedback into the grade book on the virtual learning environment to ensure students can access feedback easily. This initiative is progressing well and students found this form of feedback useful.

40 At the Developmental engagement, it was recommended that programme teams should integrate the use of the virtual learning environment for dissemination purposes, and progress is evident in this respect. Staff use the virtual learning environment mainly as a repository for information. However, staff on several programmes provided enhancements through providing learning materials and feedback arrangements on students' work, which were detailed and carefully constructed. Students concurred with this and stated that the virtual learning environment was essential in supporting their learning.

41 Students have effective induction into the library services and this includes accessing resources held by the relevant awarding body. Further library support is offered as required at particular points in the students' programmes. The subject librarians, who are members of programme boards of study, liaise with programme teams to ascertain resource needs, and teaching staff identify new or key resources. This two-way process enables library staff to monitor and support learning, by acquiring new stock, electronic copies of books, and other online materials relevant to students' learning.

**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?**

42 The College publishes a variety of documentation intended to provide students, staff, and those external to the College with access to comprehensive policies and quality assurance procedures that relate to higher education programmes. The team confirms the variety of media through which relevant information is made available. These include the College website, the Higher Education prospectus, the UCAS website, the College virtual learning environment, programme handbooks, module handbooks, programme information sheets, and the Higher Education Student Information Handbook.

43 The College prospectus provides students with an overview of information about facilities and resources, the student experience, housing support, student support, student finance, and the relevant awarding bodies. In addition, individual programmes produce programme leaflets with specific student information, using a standard template. Each programme provides students with information that relates to programme introduction, content, the student learning experience, career opportunities, assessment information, course entry requirements, and the application procedure.

44 All higher education students are provided with a more detailed Higher Education Student Information Handbook. This handbook outlines the College's various commitments



to students with respect to higher education admissions, academic standards, course regulations and assessment, student support services, careers advice, welfare and support, and academic complaints and procedures.

45 The programme handbooks outline very detailed information for students, including the educational aims of the programme, intended learning outcomes, course outline and structure, teaching and learning strategies, personal development planning, and regulation of assessment. Module tutors also provide students with module handbooks, and the College is currently reviewing the consistency of this information between programmes of study. The module handbooks provide students with valuable information regarding the module structure, assessments, reading lists, and curriculum and tutor contact details. Programme teams produce materials according to the requirements of standardised awarding body templates and the College subsequently adds specific information such as staff contacts details. Students reported a high level of satisfaction with information provided to them with respect to their programme of study, particularly at induction. The variety of media and formats for the presentation of public information, which students find informative and welcoming, is 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?**

46 The College's responsibilities for publishing public information are clearly defined within the partnership agreements. These agreements state that the College is responsible for the advertising, marketing and promotion of all higher education programmes. The awarding bodies have systems in place to check and monitor the College's public information with regard to content and accuracy. The College has a range of processes to ensure that the information it publishes regarding programme content, academic support services, College facilities, and student attainment is accurate. It is the responsibility of individual programme teams to monitor and check the accuracy of this information. It was confirmed by the Assistant Principal for Higher Education that minimum programme documentation standards have been set by the College with reference to information published on the virtual learning environment.

47 The Higher Education Quality Group monitors the quality of higher education information in relation to consistency. Staff confirmed to the team that the group had made significant progress in setting minimum standards for higher education documentation, including programme and student handbooks and the Higher Education Quality Systems Manual, and is involved in the further development of policies and monitoring the accuracy of higher education information. The Assistant Principal for Higher Education and Senior Tutor for Higher Education have responsibility for auditing and checking the accuracy of the information on the College virtual learning environment, although this auditing process only occurs on an informal basis.

48 A procedure for approving public information has recently been introduced and this provides clear stages for the approval and managerial responsibility for checking the accuracy of information. Programme leaders submit all programme information to their head of department who checks for content accuracy and appropriateness. Once the head of department approves the accuracy of documentation it is then approved by the Equality and Diversity Manager for equality assessment. The marketing department subsequently checks all documentation to ensure it meets the College branding guidelines before the Assistant Principal for Higher Education provides final approval.

49 The College's Business Development Team is responsible for all of the College's marketing communication documentation, both printed and non-printed. All information intended for public information distributed through printed material, press release, the College website, Facebook, or blogs must be approved by the Business Development Team. Programme leaders are provided with a standard template by the marketing department for the production of content for the higher education prospectus, individual programme leaflets and the College website.

50 A wide range of higher education documentation is available on the College virtual learning environment, providing reference points for staff and students that relate to quality management, academic standards and enhancing the student experience. However, there are inconsistencies in the completeness of some information. For example, on the virtual learning environment the Higher Education Quality System Manual for the Diploma in Teaching in the Lifelong Sector was incomplete and out of date in comparison with other versions used by higher education programmes. The team found a number of inconsistencies in information on the virtual learning environment. The current Higher Nationals in Business module handbooks are dated 2010-11. The BA (Hons) Photography cites a range of module descriptors and handbooks on the virtual learning environment which reference the previous FHEQ, levels 1, 2 and 3. It is desirable that the College implement regular audits of programme information on the virtual learning environment to assure the consistency and currency of all higher education information.

51 Employer engagement and work-related learning is a key assessment component of all Foundation Degrees. Work-based mentors are provided with information concerning specific roles and responsibilities in assisting students, and on the expectations of work-related learning. For example, the Foundation Degree in Music & Sound Design provides employers with a work-based learning information pack, which has clear information regarding their roles in the monitoring, assessment and evaluation of the students' work-based learning activity and the responsibilities of all parties.

**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**

52 The Developmental engagement in assessment took place in February 2011 and covered all the higher education provision. Three lines of enquiry were agreed with the College and ensured that all IQER core themes could be addressed. The lines of enquiry were as follows.

**Line of enquiry 1:** Do the College processes ensure the quality of assessment and verification of standards when marking and grading student work?

**Line of enquiry 2:** Does the College's Higher Education Teaching, Learning and Assessment Strategy ensure a consistent approach to feedback for students, enabling them to make progress and achieve to an appropriate standard?

**Line of enquiry 3:** To what extent is the College information provided to students about the assessment process comprehensive, consistent, clear, and accurate?

53 The Developmental engagement team identified a number of areas of good practice. This included the range of academic support provided by peers and awarding bodies to staff involved in the transition from one awarding body to another; student handbooks on a number of programmes; effective programme-level internal verification practice; the integration of a range of peer assessment and external work-related experiences; and the accessibility of key documents which include College, awarding body and key national reference documents.

54 The team also made a number of advisable recommendations, as follows: to review College reporting procedures of assessment decisions; to implement improvement strategies to address concerns raised by students and external agencies relating to assessment feedback on some Higher National programmes; and to ensure the currency of information available to students through the College virtual learning environment.

55 The team also made a number of desirable recommendations, as follows: to implement arrangements to record and respond to external examiner reports; to consider the introduction of a College standard to improve the consistency of programme specifications; and to introduce minimum standards for programme teams to integrate the use of the College virtual learning environment.

## **D Foundation Degrees**

56 The College currently offers 10 Foundation Degrees. Of the 331 (251 full-time equivalent) registered students on Foundation Degrees, 132 are part-time and 199 are full-time. The full list of awards and associated student numbers are listed in paragraph 5.

57 The College implemented a number of changes to awarding bodies for Foundation Degrees, or converted Foundation Degrees to Higher National or degree provision during 2010-11. These were fully implemented for 2011-12. Changes occurred for the Foundation Degrees in Complementary Therapy, Social Policy Health & Housing, Graphic Design, Music Production & Sound Design, Criminal Justice, and Early Years. The College has also withdrawn the Foundation Degree in Computer Game Design, validated by the University of Huddersfield, and replaced it with a BA (Hons) Game Art validated by Liverpool John Moores University, and also replaced the Foundation Degree in Business & Management, validated by the University of Huddersfield, with an Edexcel Higher National Business & Management award.

58 The team's conclusions in paragraphs 60 to 63 relate to the Foundation Degrees that the College offers on behalf of the relevant awarding bodies.

## **E Conclusions and summary of judgements**

59 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 bodies. This was based upon discussion with staff and students and scrutiny of evidence provided by the College and its awarding bodies, the University of Central Lancashire, Edge Hill University, Liverpool Hope University, Liverpool John Moores University, the University of Huddersfield, the University of Salford, Sheffield Hallam University, York St John University, and Edexcel.

## Integrated quality and enhancement review

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

- responsiveness to the changing validation relationships which enables the College to maintain a representative portfolio of higher education provision to meet higher level skills needs and local progression opportunities (paragraph 15)
- the effective programme-level employer engagement activity across the majority of programmes which provides enhanced learning opportunities for students (paragraph 30)
- the integration of a wide range of student support arrangements which enhances the learning experience for students (paragraphs 32 to 34)
- the variety of media and formats for the presentation of public information which students find informative and welcoming (paragraphs 42 to 45).

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

62 The team considers that it is **advisable** for the College to:

- improve the higher education committee structures and associated roles and responsibilities in order to establish an efficient and robust higher education infrastructure in which to manage academic standards (paragraphs 10 to 12).

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

- review policies and procedures to ensure they are referenced to the Academic Infrastructure (paragraph 14)
- fully embed the higher education quality cycle into a single College quality procedure to monitor and enhance academic standards (paragraphs 16 to 17)
- implement an overarching College strategy for engaging with employers and work-related learning activity in order to enhance the student learning opportunities (paragraph 31)
- implement a college-wide continuous professional development programme for higher education staff to support enhancements in teaching and learning (paragraph 36)
- implement regular audits of programme information on the virtual learning environment to assure the consistency and currency of all higher education information (paragraph 50).

64 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 bodies.

65 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.

66 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

St Helens College action plan relating to the Summative review: February 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 <b>good practice</b> that are worthy of wider dissemination within the College:						
<ul style="list-style-type: none"> <li>responsiveness to the changing validation relationships which enables the College to maintain a representative portfolio of higher education provision to meet higher level skills needs and local progression opportunities (paragraph 15)</li> </ul>	<p>Produce a 'completion schedule' for all Liverpool John Moores University students affected by the change of validating partner</p> <p>Complete formal closure documentation for all withdrawn Liverpool John Moores University programmes</p> <p>Prepare and submit validation documentation to the University of Chester for replacement programmes</p> <p>Maintain regular dialogue and correspondence with</p>	<p>Completed by 31 May 2012</p> <p>Completed by 30 June 2012</p> <p>Completed by 31 May 2012 or in accordance with University requirements</p> <p>Immediate and until all students are successfully transferred to new partner</p> <p>Contemporaneous with completion of validation documentation</p>	<p>Relevant Heads of Department</p> <p>Assistant Principal (Higher Education)</p> <p>Relevant Heads of Department &amp; University Quality Team</p> <p>Heads of Department &amp; Programme Leaders</p> <p>Relevant Heads of Department, Head of Marketing, Assistant Principal (Higher Education)</p>	<p>Student achievement rates on programmes transiting between institutions</p> <p>Formal closure documents signed off by both parties</p> <p>All programmes successfully validated for September 2012 entry</p> <p>Student satisfaction rates determined through the National Student Survey and programme team meetings</p>	<p>Senior Leadership Team (Senior Leadership Team) via the Higher Education Strategy &amp; Culture Group (Higher Education Strategy &amp; Culture Group)</p> <p>Senior Leadership Team via Assistant Principal (Higher Education)</p> <p>Senior Leadership Team via Assistant Principal (Higher Education)</p> <p>Assistant Principal</p>	<p>Programme team self-evaluation documents</p> <p>National Student Survey</p> <p>Programme Team minutes</p> <p>Confirmation from University of Chester of outcome of validation events</p> <p>Audit reports of accuracy of public information</p>

	students affected by the transition to University of Chester  Audit 'new programme' information documentation in order to ensure accuracy			Audit reports on accuracy of public information relating to new programmes	(Higher Education) via Heads of Department	
<ul style="list-style-type: none"> <li>the effective programme-level employer engagement activity across the majority of programmes which provides enhanced learning opportunities for students (paragraph 30)</li> </ul>	<p>Establish an employer forum to enhance employer engagement in the higher education curriculum</p> <p>Provide mentor and workplace supervisor training to support higher education students in the workplace</p> <p>Develop and review annually a comprehensive employer support pack for workplace supervisors</p>	<p>October 2012 and termly thereafter</p> <p>One event per term commencing October 2012</p> <p>Completed for distribution to employers September 2012</p>	<p>Assistant Principal (Higher Education)</p> <p>(Higher Education) Education &amp; Training Team</p> <p>Heads of Department coordinated by Assistant Principal (Higher Education)</p>	<p>Improved engagement with employers</p> <p>Positive evaluations from students on placement</p> <p>Increased opportunities for work-based assessment</p> <p>Curriculum design enhanced by employer input</p>	<p>Higher Education Strategy &amp; Culture Group via Assistant Principal (Higher Education)</p>	<p>Student surveys and module evaluations</p> <p>Employer feedback</p> <p>Programme Team self-assessment document</p> <p>Institutional self-assessment report</p> <p>External examiner reports</p>
<ul style="list-style-type: none"> <li>the integration of a wide range of student support arrangements which enhances the learning</li> </ul>	<p>Review annually the Higher Education Student Handbook to ensure range of support services is both explicit and</p>	<p>Review and revision completed on or before 31 July 2012</p>	<p>Assistant Principal (Higher Education) in conjunction with Heads of Department &amp;</p>	<p>Student support arrangements are enhanced</p> <p>All Higher Education</p>	<p>Higher Education Strategy &amp; Culture Group via Assistant Principal (Higher Education)</p>	<p>Student satisfaction surveys</p> <p>Student handbook</p>

<p>experience for students (paragraphs 32 to 34)</p>	<p>subject to continuous improvement</p> <p>Ensure that the entire higher education audience has knowledge of and access to the range of support services available</p>	<p>Revised student handbook available for distribution in printed and electronic formats on or before 30 September 2012</p>	<p>Head of Student Services</p>	<p>students have knowledge of and access to the full range of support services regardless of campus and mode of attendance</p>	<p>Heads of Department and Programme Leaders</p>	<p>Report by campus and mode of study on student use of support services</p>
<ul style="list-style-type: none"> <li>the variety of media and formats for the presentation of public information which students find informative and welcoming (paragraphs 42 to 45)</li> </ul>	<p>Enhance and extend the range and variety of media and formats for presenting public information</p> <p>Conduct regular audits of all public information to ensure compliance with College branding guidelines</p>	<p>Complete by 30 June 2012</p> <p>Audits to commence by 1 July 2012 and be conducted termly thereafter</p>	<p>Assistant Principal (Higher Education) in conjunction with Head of Marketing</p> <p>Relevant Heads of Department, Head of Marketing, Assistant Principal (Higher Education)</p>	<p>All public information compliant with College branding guidelines</p> <p>College develops extended range of formats for publishing public information</p>	<p>Higher Education Strategy &amp; Culture Group via Assistant Principal (Higher Education)</p>	<p>College branding guidelines</p> <p>Compliance reports on published public information</p> <p>Student satisfaction surveys</p>



Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is <b>advisable</b> for the College to:						
<ul style="list-style-type: none"> <li>improve the higher education committee structures and associated roles and responsibilities in order to establish an efficient and robust higher education infrastructure in which to manage academic standards (paragraphs 10 to 12).</li> </ul>	<p>Review and reconfigure existing higher education committee structure and align with the UK Quality Code for Higher Education</p> <p>Redefine roles and responsibilities in order to eliminate duplication</p> <p>Ensure revised Higher Education Committee structure is fully integrated with the broader College structures</p>	Completed and submitted for approval on or before 31 August 2012	Assistant Principal (Higher Education) in conjunction with Heads of Department, Assistant Principal (Learner Performance) and Quality Improvement Manager	Higher Education Committee structure reflects the UK Quality Code and provides a more coherent framework for managing Academic Standards	<p>Senior Leadership Team via Assistant Principal (Higher Education)</p> <p>Higher Education Strategy &amp; Culture Group via Assistant Principal (Higher Education)</p>	<p>Report to Senior Leadership Team on revised structure</p> <p>Positive feedback from Higher Education Strategy &amp; Culture Group on revised structure</p> <p>Positive feedback from Higher Education Partners on revised structure</p>

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is <b>desirable</b> for the College to:						
<ul style="list-style-type: none"> <li>review policies and procedures to ensure they are referenced to the Academic Infrastructure (paragraph 14)</li> </ul>	<p>Systematically review all relevant College policies and reference each to the UK Quality Code for Higher Education</p> <p>Systematically review all associated College procedures and reference each to the UK Quality Code for Higher Education</p> <p>Identify and take remedial action to ensure full policy coverage of the UK Quality Code for Higher Education</p>	<p>Review and referencing of policies completed by 31 July 2012</p> <p>Review and referencing of procedures completed by 31 July 2012</p> <p>Revisions and additions completed and approved by 30 September 2012</p>	<p>Quality Manager in conjunction with Assistant Principal (Higher Education)</p> <p>Quality Manager in conjunction with Assistant Principal (Higher Education)</p> <p>Assistant Principal (Higher Education)</p>	<p>All relevant College policies and procedures referenced to the revised UK Quality Code for Higher Education</p> <p>Policies and procedures ensure that the College systematically assures the quality of academic standards and learning opportunities</p>	<p>Higher Education Strategy &amp; Culture Group via the Assistant Principal (Higher Education)</p> <p>Senior Leadership Team via the Assistant Principal (Higher Education)</p>	College Policies and Procedures
<ul style="list-style-type: none"> <li>fully embed the higher education quality cycle into a single College quality procedure to monitor and enhance academic standards (paragraphs 16</li> </ul>	Review and revise membership of the relevant higher education committees in order to include greater representation of College Quality Team	<p>Revised committee structure to be approved by 31 July 2012</p> <p>Role for Quality Improvement Manager defined</p>	Assistant Principal (Higher Education)	<p>Institutional Review of Higher Education integrated with College self-assessment report</p> <p>Revised role for Quality</p>	Senior Leadership Team via Assistant Principal (Higher Education)	Programme self-evaluation documents

to 17)	<p>Ensure the Quality Improvement Manager assumes a more central role in the higher education self evaluation process; review the higher education self-evaluation documentation in order that the annual Higher Educational Institutional Review is more easily integrated into the overall College quality process</p> <p>Revise the higher education self-evaluation scheduling to be contemporaneous with the overall College self-assessment process</p> <p>Ensure that the higher education quality cycle mirrors the further education process in terms of its progress through corporation committees</p>	<p>and agreed by 30 June 2012</p> <p>Documentation to be reviewed and amended by 30 May 2012</p> <p>Revised by 30 May 2012</p> <p>In accordance with timeframe for self-assessment of further education provision</p>	<p>Assistant Principal (Higher Education) in consultation with Assistant Principal (Learner Performance) &amp; Quality Improvement Manager</p> <p>Assistant Principal in conjunction with Quality Improvement Manager</p> <p>Assistant Principal in conjunction with Quality Improvement Manager</p>	<p>Improvement Manager</p> <p>Revised documentation embedded within all higher education programmes</p> <p>Timely completion of self-evaluation of higher education provision and internal validation process</p> <p>Higher education quality cycle fully integrated within overall College quality cycle</p>	<p>Senior Leadership Team via Assistant Principal (Higher Education)</p> <p>Higher Education Strategy &amp; Culture Group and Programme Leaders via Quality Team &amp; Heads of Department</p> <p>Senior Leadership Team via the Strategy &amp; Culture Group</p> <p>Senior Leadership Team via the Strategy &amp; Culture Group</p>	<p>Institutional Self-Evaluation Document</p> <p>Revised self-evaluation documentation</p> <p>Internal review panel reports</p>
<ul style="list-style-type: none"> <li>implement an overarching</li> </ul>	Review and identify existing best practice	Completed by 31 July 2012	Heads of Department	College strategy for engaging with	Senior Leadership Team via	Employer engagement

<p>College strategy for engaging with employers and work-related learning activity in order to enhance the student learning opportunities (paragraph 31)</p>	<p>in employer engagement</p> <p>Develop and disseminate a strategic approach to engaging with employers at different phases of the learning experience</p> <p>Establish and disseminate staff guidelines for integrating work-related learning activity into all higher education provision</p> <p>Develop an individualised student record to reflect the contribution of work-related activity to the learning experience</p>	<p>Completed by 30 September 2012</p> <p>Completed by 30 September 2012</p> <p>Completed by 31 October 2012</p>	<p>Assistant Principal (Higher Education) in conjunction with Heads of Department</p> <p>Assistant Principal (Higher Education)</p> <p>Assistant Principal (Higher Education) in conjunction with Heads of Department</p>	<p>employers approved by Senior Leadership Team</p> <p>Positive feedback from staff on employer engagement guidelines</p> <p>Positive feedback from employers on employer engagement guidelines</p> <p>Positive student feedback on Individualised Learning Record</p>	<p>Assistant Principal (Higher Education)</p> <p>Higher Education Strategy &amp; Culture Group via Assistant Principal (Higher Education)</p> <p>Higher Education Strategy &amp; Culture Group via Assistant Principal (Higher Education)</p>	<p>strategy document</p> <p>Feedback reports from staff, employers and students</p> <p>Staff guidelines on employer engagement</p> <p>Student individualised Learning Record</p>
<ul style="list-style-type: none"> <li>implement a college-wide continuous professional development programme for higher education staff to support enhancements in teaching and learning</li> </ul>	<p>Develop and propose a policy on continuous professional development for those staff specifically engaged in the delivery of higher education, to include reference to research and scholarly activity</p>	<p>Proposal submitted to Senior Leadership Team by 30 June 2012</p> <p>With immediate effect and ongoing thereafter</p> <p>Completed by 31</p>	<p>Assistant Principal (Higher Education) in consultation with Heads of Department</p> <p>Assistant Principal (Higher Education) in conjunction with</p>	<p>Continuous professional development policy on higher education specific activity approved by Senior Leadership Team</p> <p>Staff records indicate an</p>	<p>Senior Leadership Team via the Assistant Principal (Higher Education)</p> <p>Senior Leadership Team via the Strategy &amp; Culture Group</p>	<p>Staff training Records</p> <p>Higher education specific continuous professional development policy</p>

(paragraph 36)	<p>Promote more widely through the staff virtual research environment the continuous professional development opportunities provided by partner higher education institutions</p> <p>Ensure all continuous professional development activity as defined by the policy statement is accurately recorded on the individual staff record</p> <p>Ensure where possible all continuous professional development requests arising from the appraisal process are actioned</p> <p>Ensure the 'themed' College training days reflect the specific needs of higher education delivery and support staff</p>	<p>July 2012</p> <p>Proposal submitted to continuous professional development by 30 May 2012</p>	<p>Web Manager</p> <p>Assistant Principal (Higher Education) in conjunction with Higher Education Strategy &amp; Culture Group</p> <p>Heads of Department</p>	<p>improved take-up of partner continuous professional development opportunities</p> <p>Staff feedback on access to continuous professional development opportunities is improved</p> <p>Themed training days contain a better balance of further education/higher education continuous professional development activity</p>	<p>Assistant Principal (Learner Performance)</p>	<p>Staff appraisal records</p> <p>Training day agendas</p>
<ul style="list-style-type: none"> <li>implement regular audits of</li> </ul>	<p>Reaffirm with higher education staff through</p>	<p>Completed by 31 July 2012</p>	<p>Relevant Heads of Department</p>	<p>All staff are aware of and compliant</p>	<p>Assistant Principal (Higher</p>	<p>College virtual learning</p>

<p>programme information on the virtual learning environment to assure the consistency and currency of all higher education information (paragraph 50)</p>	<p>continuous professional development the importance of accuracy of programme information</p> <p>Review and embed the 'Approval of Public Information' procedure for information relating to all new and continuing programmes</p> <p>Conduct compliance and accuracy audits on programme information published in both written and electronic formats</p>	<p>Distribute to all higher education staff by 30 June 2012</p> <p>Audits to commence 1 July 2012 and be conducted termly thereafter</p>	<p>Assistant Principal (Higher Education) in conjunction with the Head of Marketing</p> <p>Heads of Department in conjunction with Higher Education Marketing Officer</p>	<p>with the 'Approval of Public Information' policy for both written and electronic information</p> <p>Regular audits demonstrate 100% compliance with the consistency and accuracy of public information</p>	<p>Education)</p> <p>Higher Education Strategy &amp; Culture Group via the Assistant Principal (Higher Education)</p>	<p>environment</p> <p>College Prospectus Programme &amp; Module Handbooks</p> <p>Audit Reports</p> <p>Student satisfaction ratings</p>
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