QAA

Integrated quality and enhancement review

Summative review

January 2010

Brockenhurst College

SR52/2010

Preface

The mission of the Quality Assurance Agency for Higher Education (QAA) is to safeguard the public interest in sound standards of higher education qualifications and to inform and encourage continual improvement in the management of the quality of higher education.

As part of this mission, QAA undertakes reviews of higher education provision delivered in further education colleges. This process is known as Integrated quality and enhancement review (IQER).

Purpose of IQER

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

The IQER process

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

Developmental engagement

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

The main elements of a Developmental engagement are:

- a self-evaluation by the college

- an optional written submission by the student body

- a preparatory meeting between the college and the IQER coordinator several weeks before the Developmental engagement visit

- the Developmental engagement visit, which normally lasts two days

- the evaluation of the extent to which the college manages effectively its responsibilities for the delivery of academic standards and the quality of its higher education provision, plus the arrangements for assuring the accuracy and completeness of public information it is responsible for publishing about its higher education

- the production of a written report of the team's findings.

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

Summative review

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

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

Evidence

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

- reviewing the college's self-evaluation and its internal procedures and documents

- reviewing the optional written submission from students

- asking questions of relevant staff

- talking to students about their experiences.

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

- *The framework for higher education qualifications in England, Wales and Northern Ireland*, which includes descriptions of different higher education qualifications

- the *Code of practice for the assurance of academic quality and standards in higher education*

- subject benchmark statements, which describe the characteristics of degrees in different subjects

- *Guidelines for preparing programme specifications*, which are descriptions of what is on offer to students in individual programmes of study

- award benchmark statements, which describe the generic characteristics of an award, for example Foundation Degrees.

In addition, Developmental engagement teams gather evidence by focusing on particular aspects of the theme under review. These are known as 'lines of enquiry'.

Outcomes of IQER

Each Developmental engagement and Summative review results in a written report:

- Developmental engagement reports set out good practice and recommendations and implications for the college and its awarding bodies, but do not contain judgements. Recommendations will be at one of three levels - **essential, advisable** and **desirable.** To promote an open and collegial approach to Developmental engagements, the reports are not published.

- Summative review reports identify good practice and contain judgements about whether the college is discharging its responsibilities effectively against core themes one and two above. The judgements are **confidence, limited confidence** or **no confidence.** There is no judgement for the third core theme, instead the report will provide evaluation and a conclusion. Summative review reports are published.

Differentiated judgements can be made where a team judges a college's management of the standards and/or quality of the awards made by one awarding body to be different from those made by another.

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

Executive summary

The Summative review of Brockenhurst College carried out in January 2010

As a result of its investigations, the Summative review team (the team) considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership 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:

- quality assurance procedures have clear lines of communication and allocated responsibilities and are implemented rigorously thus ensuring effective delegation, staff ownership and the maintenance of standards

- staff ownership of the higher education provision and their commitment to its development lead to a culture of continuous enhancement exemplified by, for example, the planning and preparation of a cross-college self-assessment report for higher education programmes

- the College audit of higher education provision against the precepts of the *Code of practice for the assurance of academic quality and standards in higher education*, and the use of this in the development of the College's higher education strategy and action plan, maintain and enhance standards and quality

- clear and effective partnerships with Farnborough College and the University of Greenwich network colleges assure academic standards in assessment

- student retention and achievement rates are impressive

- the College provides strong support for staff development in gaining higher level qualifications, subject updating and improving teaching and learning which ensures currency in the curriculum and fosters a high level of staff commitment

- formal student support arrangements, such as mentoring, combined with a range of informal opportunities for students to gain advice from staff, contribute to high levels of student achievement

- the progression agreement with the University of Winchester is well used by students and provides them with further opportunities for personal, professional and academic development.

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:

- ensure that Foundation Degree Early Years module information currently provided for students is presented through the virtual learning environment in a clear and consistent manner and as a single resource.

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

- develop a plan which reflects the College's overarching strategic needs in relation to staff development for the higher education provision

- complete the process of addressing the need identified in the higher education strategy to fully implement a system clarifying responsibilities for checking and updating public information, including that held on the website.

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 Brockenhurst 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 universities of Surrey and Greenwich. The review was carried out by Mr Graham Brotherton, Mr Peter Cutting (reviewers) and Dr Susan Hill (coordinator).

2   The Summative review team (the team) conducted the review in agreement with the College and in accordance with *The handbook for Integrated Quality and Enhancement Review* (the handbook), published by QAA. Evidence in support of the Summative review included documentation supplied by the College and awarding bodies, meetings with staff, students, employers and partner institutions and reports from inspections by Ofsted. As the College has fewer than 100 full-time equivalent (FTE) students following higher education programmes, it elected not to have a Developmental engagement. The review also considered the College's use of the Academic Infrastructure, developed by QAA on behalf of higher education providers, with reference to the *Code of practice for the assurance of academic quality and standards in higher education (Code of practice)*, subject and award benchmark statements, *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ) and programme specifications.

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

4   The College is a medium-sized further education college in the heart of the New Forest. It has been in existence since 1909, became a sixth-form college in 1969 and a tertiary college in 1984. It is one of the most successful colleges in the country, is adjudged outstanding by Ofsted and has Beacon College status. There are four teaching sites and all higher education programmes are delivered at the main site in Brockenhurst.

5   The College has over 3,000 full-time further education students from an area embracing the New Forest, Bournemouth and Poole, East Dorset, Southampton Waterside, South Wiltshire and the Isle of Wight. Students follow courses at all levels from pre-entry to level 4. The College leads a 14-19 partnership, which coordinates programmes for up to 2,000 secondary school students from 10 contributory schools. The College has a substantial Train to Gain contract for employment training and runs an extensive adult and community learning programme. It has a series of contracts for apprenticeship provision, and for work preparation and retraining programmes for the unemployed. There are more than 8,000 part-time adult students.

6   In 2009-10, the College enrolled 143 students on full and part-time higher education programmes, amounting to 92.5 full-time equivalents (FTE).

The programmes included in this Summative review are:

University of Surrey

- FdA Early Years: Childcare and Education (45 FTE)

University of Greenwich

- Diploma in Teaching in the Lifelong Learning Sector (43 FTE)

- Additional Diplomas in Teaching English and Maths (4.5 FTE).

Partnership agreements with the awarding bodies

7   The College is not directly funded by HEFCE and receives its funding from the University of Greenwich and from Farnborough College of Technology. The College has a longstanding relationship with the University of Greenwich for the delivery of teacher training courses for the post-compulsory education and training sector (PCET). It works in partnership with Farnborough College on the Foundation Degree in Early Years, validated by the University of Surrey.

Recent developments in higher education at the College

8   In 2008-09, the College had a total of 107 FTE students on four HEFCE-funded higher education programmes. A decision to withdraw the HND in Public Services was taken in 2008 due to declining recruitment and there are no students following the final cohort, which completed in 2009. The Foundation Degree in Early Years will continue to run for second-year students and for a new intake. The capacity to take on new students has been limited by the effects of the funding cap recently imposed by the Government. The College has been approved by the University of Surrey to run a BA in Early Years Practice, but this will not commence in 2009 due to the funding constraints.

Students' contribution to the review, including the written submission

9   Students studying on higher education programmes at the College were invited to present a submission to the Summative review team. The written submission was produced through holding student focus groups, and one-to-one discussions where this was not possible. Discussions were led by one of the higher education students. The written submission provided a valuable and helpful source of evidence for the team. A group of students met the team during the review visit and corroborated the points made in the students' written submission.

B Evaluation of the management of HEFCE-funded higher education

Core theme 1: Academic standards

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

10 The overall delegated responsibility for higher education is located with the Director of Adults, Skills and Higher Education, who is a Deputy Principal and member of the College senior management team. This College directorate structure facilitates a keen focus on standards in the higher education provision.

11 The College has robust and effective quality assurance procedures which include annual reviews (self-assessment reports) of individual courses, using a range of specific criteria such as student feedback, retention and achievement data, staff development needs, identified actions from staff, outcomes of examination boards and consideration of external examiner comments. There are clear lines of communication and responsibility for quality assurance processes shown in the committee structure. Within the College, self-assessment reports are considered by course teams, heads of department and the Lifelong Learning Manager. These then pass to the Director of Adults, Skills and Higher Education who prepares synopses that reach the College governors through papers prepared for the Finance and Standards Committee of the Governing Body, which the Principal chairs. The College self-assessment reports then form the basis of the annual monitoring reports that are sent to the awarding bodies for formal consideration. There are clear examples of higher education provision featuring in agendas and minutes/notes of meetings, and evidence of close compliance with the requirements of the awarding bodies, as set out in the partnership agreements and awarding body quality handbooks.

12 Quality assurance responsibilities of the College, and its associated college (Farnborough College) and universities are clearly identified and understood. There is an active positive partnership between the College and its higher education partners which maintains standards, for example through the College's involvement with a number of other further education colleges in the University of Greenwich's partner college network. Furthermore, the Interim Review of the FdA Early Years, conducted by the University of Surrey, produced a report with three conditions and four recommendations, all of which the College recognised as points for improvement, and took swift and effective action to address. The report also lists a number of commendations on retention, achievement, links to employers and the quality of the feedback provided for students on their assessed work.

13 Annual monitoring reports are completed both as part of College procedures and for higher education partners. This is seen as an important and useful activity by College staff. The annual reviews are used to produce quality improvement plans, which are reviewed three times per year. There is strong evidence that such higher education-specific information is gathered and evaluated and directly leads to actions being identified and implemented. Staff feel a keen responsibility for ensuring action is taken and a high degree of ownership of the process. This, combined with the effective quality procedures, facilitates and maintains a healthy self-criticism, and ensures that delegated responsibilities for managing and delivering higher education are very effective.

14   The College's self-reflective approach has noted opportunities for enhancement and has identified the need to develop a more higher education-specific quality assurance system. For example, the College recognises that it would be beneficial to introduce a cross-college self-assessment report, which both meets the needs of the awarding bodies and incorporates features of the excellent College-devised system. The College is working towards introducing this. A significant start has been made with papers presented to the College's senior management team and the Corporation.

What account is taken of the Academic Infrastructure?

15   The College has carried out a commendable audit of its higher education provision against the *Code of practice* precepts, such as those for assessment and work-based learning, and subsequent discussions with key staff have informed both the higher education strategy and action plan. These planned actions include the development of a higher education-tailored lesson observation process, the development of a generic cross-college self-assessment report and the allocation of responsibility for the updating and accuracy of higher education information on the college website. Actions are monitored by both the Lifelong Learning Manager and the senior management team.

16   Responsibility for taking account of the Academic Infrastructure is shared with awarding body partners. There is a 'Use of the Academic Infrastructure' section in the self-assessment report for the FdA Early Years showing clear consideration of the Academic Infrastructure. The College intends to develop a new cross-college self-assessment report and the incorporation of an Academic Infrastructure section in this is under consideration. There are clear references to the Academic Infrastructure in course handbooks, with sections directly relating to the *Code of practice* sections on assessment, student appeals and work-based learning. The *Foundation Degree qualification benchmark* has been used in the development of FdA Early Years.

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

17   The College audit of higher education provision referred to in paragraph 15 covered all aspects of the College's internal quality assurance processes and communication/liaison with the University awarding bodies and Farnborough College. The audit identifies much good practice, as well as some areas for improvement, most of which have been addressed, and of those remaining there are appropriate target dates. This has confirmed the strength in processes and standards in, for example, assessment, feedback to students, internal moderation and responsiveness to awarding bodies already indicated by external examiners' comments and the interim review of the FdA Early Years.

18   The College recognises the need for effective liaison with its awarding body partners and clearly has effective partnerships with them, which enhance curriculum design, teaching and learning and standards in assessment. This is clearly exemplified by the College's involvement in the development of resources as part of the University of Greenwich network of colleges. The College's responses to external examiner comments and the interim review of the FdA Early Years provide good examples of this relationship in action where review and evaluation have identified areas for improvement.

19   Moderation of assessed work is carried out both internally and through arrangements with relevant partner institutions that are clearly understood by staff. The internal moderation of marked work is sampled using criteria from the awarding bodies. The first

and second marks, with comments, are recorded on the agreed form, showing clearly that the University's standards are being met and, where first and second marks are different, that this is discussed, outcomes recorded and a final mark agreed. External examiners' reports confirm the appropriateness of the arrangements.

20 There are very high levels of student retention, progression and achievement for all higher education courses. For example, for the period 2006-07 to 2009-10 programmes averaged 98 per cent retention with similar rates of achievement over the same period. This is particularly impressive as all the students are part-time and most are in full-time employment. Retention and achievement are considered through annual monitoring and are recorded as key strengths in recent self-assessment reports.

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

21 A programme of staff development opportunities is facilitated by the partner Farnborough College and the University of Greenwich based on the requirements of current partnership agreements. Teaching staff are active in their professional development, undertake higher level qualifications, stay up to date in their subject areas and participate in sector updating. The College is clearly committed to encouraging and supporting staff development for higher education. Information about opportunities is made available and the College provides financial support where possible.

22 Staff development needs are identified on an annual basis through course team meetings, as a standing item in the course self-assessment reports and on an individual basis through appraisal. Where a development need is identified, the College facilitates the meeting of this need. For example, training was provided for staff on the use of both the College's and the University of Greenwich's virtual learning environment. The need for staff development to underpin any future expansion of higher education has been recognised in the strategic plan and the workforce development plan.

23 The College has identified the need for a staff development plan for higher education which meets developing strategic needs, is proactive in addition to reactive, and allows a systematic recording of higher education-specific professional development. The team considers it desirable that the College introduces such a higher education plan which reflects the College's overarching strategic needs.

24 Staff teaching on higher education programmes are expected to have or to undertake higher degree study relevant to their discipline. Financial support is available to part fund this study. There are currently 14 staff on master's or doctorate programmes. These include eight staff undertaking action research projects under the University of Winchester MA Education programme. This in-house College research scheme was set up with the University to support internal research and staff development and to promote the culture of a learning organisation. Four of the 11 staff currently teaching or managing higher education programmes are undertaking higher degrees. The team finds that the College provides strong support for staff development, which ensures currency in the curriculum and fosters a high level of staff commitment.

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?

25 The broad framework is set out in paragraphs 10 to 14. The College is working to ensure that the systems which are being developed are appropriate to the particular needs of higher education programmes and students. Staff and students are clear about lines of responsibility and processes, both within the College and between it and its awarding bodies.

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

26 The processes by which the College ensures that it is fulfilling its obligations to awarding bodies and students are set out in paragraphs 17 and 18. There is an effective system for responding to external examiners' comments through discussion in team meetings and through the production of course self-assessment reports.

What account is taken of the Academic Infrastructure?

27 As stated in paragraphs 15 and 16, the College has undertaken an audit of its use of the Academic Infrastructure and incorporates those elements relevant to the quality of learning opportunities. In particular, there are clear and well-developed arrangements for liaison with employers and for supporting students on the work-related elements of their programme through well-developed mentoring systems on all three programmes.

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

28 There are clear and effective processes for monitoring and evaluating the quality of teaching and learning. These include processes for observing teaching and learning and an internal system of programme review. The responsibilities of the College and its partner universities in this area are outlined in the memoranda of agreement. Employers commented positively on their relationship with the College through the mentoring/ placement process and stated that the mentees' teaching practices had been enhanced as a result of studying on the teacher training programmes. The students' written submission also contained positive comments about teaching, which were confirmed enthusiastically by the students met by the team. There are currently plans to develop a customised version of the teaching observation process specifically for higher education teaching sessions.

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

29 Students, mentors and employers highlighted as a strength across all programmes the arrangements for student support in the context of placement/work-based learning. There is clear documentation about the mentor's role, and the College provides mentors with both initial training which can be accredited, and ongoing support through nominated tutors. In addition to effective formal tutorial support, informal support systems, such as through the emailing of session plans and key handouts to students, provide a range of opportunities for students to gain advice and guidance. Students were full of praise for the support they receive and the commitment of staff.

30 Support and guidance is also provided through printed and electronic information. Programme and module handbooks are produced by the University of Greenwich for the teacher training programmes as well as electronic versions on the University's virtual learning environment. Farnborough College provides a programme handbook for the FdA Early Years which is adapted for the Brockenhurst context. The College provides module information, such as schemes of work and assignment briefs for the FdA Early Years. Students were very positive about the helpfulness and timeliness of such information. However, the team considers it would be beneficial to students if all such module information was available as a single source. Furthermore, the way in which information for the Foundation Degree is presented on the College's virtual learning environment varies considerably and is not always easily identifiable or navigable. Although the students that the team met were confident that, with advice from staff, they could find the information, the team remains concerned that it would be challenging for those who had been absent, for example, to find information on individual teaching sessions in some cases. The team considers it advisable that the College ensures that module information for the FdA Early Years is presented through the virtual learning environment in a clear and consistent manner and as a single resource. The team acknowledges that the recently appointed Programme Leader has recognised the need for greater clarity and is already planning to introduce module handbooks.

31 The interim review of the FdA Early Years and the University of Greenwich External Examiners' Composite Report commend the high level of student support the College provides. This high level of support is a key factor in the excellent student retention and achievement rates.

32 The College collects data from students through informal feedback and written questionnaires. In addition, the FdA Early Years uses focus groups and has a well-developed system of student representation. These are appropriate ways of monitoring the effectiveness of student support. At the meeting with the team, students provided examples of action taken quickly and effectively in response to their feedback.

33 The College has negotiated appropriate progression agreements with the University of Winchester for students completing Foundation Degrees who wish to progress to honours-level study. The systematic way in which information about progression opportunities is made clear to students and the ongoing dialogue between the College and the University, including visiting speakers, facilitate such progression. The progression route has been well used by students and provides further opportunities for their personal, professional and academic development. The reviewers consider this an example of good practice.

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

34 The arrangements for staff development are set out in paragraphs 21 to 24 and there is clear evidence that staff are both suitably qualified for the role that they undertake and are provided with opportunities for vocational, subject and pedagogic updating through the College, its partner universities and, in some cases, employers. Staff commented positively on the range of opportunities available.

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?

35 There are dedicated higher education learning resource areas and students have access to the College's virtual learning environment. In the case of teacher training programmes, students also have access to the University of Greenwich's virtual learning environment on which most of the programme's key resources are located. The College provides free access to a range of electronic resources through a specialised open-source access-control software package. Agreements about the purchasing of suitable resources are part of the validation process.

36 The programme leader for the FdA Early years is aware that references in some assignment briefs are dated and is seeking to develop systems to deal with this at programme level. The team would also encourage the College to discuss this with its partner college.

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?

37 The College has limited delegated responsibility for published material, within a framework laid down by its awarding body partners. Programme handbooks are produced by the University of Greenwich for the education provision and by Farnborough College for the FdA Early Years, although the College is consulted about and contributes to the content, including assignment briefs. The University of Greenwich also produces module handbooks and assignment briefs for teacher training programmes. For the FdA Early Years, module information is the responsibility of the College.

38 Given the small provision, higher education does not have a high profile in publicity material and does not feature on the homepage of the College website. However, the keyword search facility leads to outlines of the higher education programmes and students find this useful. The College is considering the possible future need for a 'brand image' for the College higher education offer and a greater presence on the website.

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?

39 Course leaflets for the FdA Early Years are produced by the Progamme Leader and checked by the Lifelong Learning Manager and updated annually. Module information is produced by module leaders and checked by the Programme Leader. The programme handbook is, however, produced by Farnborough College. Overall, despite the area for improvement identified in paragraph 30, the arrangements for assuring the accuracy and completeness of public information are effective.

40 The College has identified a lack of clarity about the responsibility within the College for updating the higher education publicity material on the website and is taking action to address this. At the time of the review visit, a proposal had been drafted and circulated to senior staff for comment. The team considers it desirable for the College to complete the

process of addressing the need identified in its higher education strategy and action plan to fully implement a system clarifying responsibilities for checking and updating public information, including that held on the website.

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

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

D Foundation Degrees

42   The College operates a single Foundation Degree in Early Years through the University of Surrey's Associate College, Farnborough College, and there are no short-term plans to expand in the current funding climate. However, the College has plans to consider developing Foundation Degrees in hospitality, photography and sport if and when the financial situation permits. In 2009-10, there were 45 FTE students enrolled on this programme.

43   The team considers the FdA Early Years to be a professionally relevant programme that clearly meets the needs of local students and employers within the sector. This is endorsed by the recent successful interim review carried out by the awarding body, the University of Surrey.

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

- quality assurance procedures have clear lines of communication and allocated responsibilities and are implemented rigorously thus ensuring effective delegation, staff ownership and the maintenance of standards (paragraphs 11 to 13)

- staff ownership of the higher education provision and their commitment to its development lead to a culture of continuous enhancement exemplified by, for example, the planning and preparation of a cross-College self-assessment report for higher education programmes (paragraphs 13, 14)

- the College audit of higher education provision against the precepts of the *Code of practice*, and the use of this in the development of the College's higher education strategy and action plan, maintain and enhance standards (paragraphs 15, 17)

- clear and effective partnerships with Farnborough College and the University of Greenwich network colleges assure academic standards in assessment (paragraph 18)

- student retention and achievement rates are impressive (paragraph 20)

- the College provides strong support for staff development in gaining higher level qualifications, subject updating and improving teaching and learning which ensures currency in the curriculum and fosters a high level of staff commitment (paragraphs 21, 22, 24, 31)

- formal student support arrangements, such as mentoring, combined with a range of informal opportunities for students to gain advice from staff, contribute to high levels of student achievement (paragraphs 27, 29, 31)

- the progression agreement with the University of Winchester is well used by students and provides them with further opportunities for personal, professional and academic development (paragraph 33).

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

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

- to ensure that Foundation Degree Early Years module information currently provided for students is presented through the virtual learning environment in a clear and consistent manner and as a single resource (paragraph 30).

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

- to develop a plan which reflects the College's overarching strategic needs in relation to staff development for the higher education provision (paragraph 23)

- to complete the process of addressing the need identified in the higher education strategy to fully implement a system clarifying responsibilities for checking and updating public information, including that held on the website (paragraph 40).

E Conclusions and summary of judgements

46 The Summative review team has identified a number of features of good practice in Brockenhurst 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 universities of Surrey and Greenwich.

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

- quality assurance procedures have clear lines of communication and allocated responsibilities and are implemented rigorously thus ensuring effective delegation, staff ownership and the maintenance of standards (paragraphs 11 to 13)

- staff ownership of the higher education provision and their commitment to its development lead to a culture of continuous enhancement exemplified by, for example, the planning and preparation of a cross-College self-assessment report for higher education programmes (paragraphs 13, 14)

- the College audit of higher education provision against the precepts of the *Code of practice*, and the use of this in the development of the College's higher education strategy and action plan, maintain and enhance standards (paragraphs 15, 17)

- clear and effective partnerships with Farnborough College and the University of Greenwich network colleges assure academic standards in assessment (paragraph 18)

- student retention and achievement rates are impressive (paragraph 20)

- the College provides strong support for staff development in gaining higher level qualifications, subject updating and improving teaching and learning which ensures currency in the curriculum and fosters a high level of staff commitment (paragraphs 21, 22, 24, 31)

- formal student support arrangements, such as mentoring, combined with a range of informal opportunities for students to gain advice from staff, contribute to high levels of student achievement (paragraphs 27, 29, 31)

- the progression agreement with the University of Winchester is well used by students and provides them with further opportunities for personal, professional and academic development (paragraph 33).

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- to develop a plan which reflects the College's overarching strategic needs in relation to staff development for the higher education provision (paragraph 23)

- to complete the process of addressing the need identified in the higher education strategy to fully implement a system clarifying responsibilities for checking and updating public information, including that held on the website (paragraph 40).

49   Based upon its analysis of the College's self-evaluation and other documentary evidence, and from its meetings with staff and students, the team concludes that it has **confidence** that, in the context of this Summative review, the College discharges its responsibilities effectively, as set out in the relevant partnership agreement for the management of the standards of the awards of its awarding bodies.

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

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

Brockenhurst College action plan relating to the Summative review: January 2010

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
In the course of the Summative review the team identified the following areas of **good practice** that are worthy of wider dissemination within the college:						
● quality assurance procedures have clear lines of communication and allocated responsibilities and are implemented rigorously thus ensuring effective delegation, staff ownership and the maintenance of standards (paragraphs 11 to 13)	Self assessment and quality improvement planning processes to be developed (see next entry below) New HE teams to be informed of roles and responsibilities expected and arrangements in place at programme level	May 2010	Lifelong Learning Manager/ Quality Manager/ Programme Manager	Key systems in place eg student representation and feedback; internal and external moderation; self assessment and quality improvement planning	Director of Adults, Skills and HE	Report to Finance and Standards committee

Brockenhurst College action plan relating to the Summative review: January 2010						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
● staff ownership of the higher education provision and their commitment to its development lead to a culture of continuous enhancement exemplified by, for example, the planning and preparation of a cross-College self-assessment report for higher education programmes (paragraphs 13, 14)	New electronic Self Assessment Report & Quality Improvement Plan template for HE programmes to be prepared and made available to HE programme teams ahead of the next self assessment cycle	July 2010	Quality Manager	Format operational, completed by programme teams and accepted by HEIs	Lifelong Learning Manager	To be reported in SAR review
● the audit of higher education provision against the precepts of the *Code of practice*, and the use of this in the development of the College's higher education strategy and action plan, maintain and enhance standards (paragraphs 15, 17)	All actions identified in the internal HE plan generated from the review to be completed and progress reported to Senior Management Team.	July 2010	Lifelong Learning Manager	Targeted actions completed	Senior Management Team	Report to Finance and Standards committee
	Full precepts	April 2010	Quality	Quality cycle	Head of	Revised quality

Brockenhurst College action plan relating to the Summative review: January 2010

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	review to be added to quality cycle on three yearly intervals to match timespan of college HE strategy		Manager	adjusted	Organisational Development	cycle
• clear and effective partnerships with Farnborough College and the University of Greenwich network colleges assure academic standards in assessment (paragraph 18)	College staff fully represented at relevant partner/ network meetings	As per annual meeting calendars	Heads of Department	Assessment standards validated through moderation and external examining	Lifelong Learning Manager	External examiner reports
• student retention and achievement rates are impressive (paragraph 20)	Continue annual monitoring and use information from new 'Clarity' MIS system to inform monthly meetings between Heads	May 2010	Heads of Department	Actions noted in meeting minutes -HoD/HEM -Programme teams	Lifelong Learning Manager	Retention and achievement rates above benchmarks in Report to Finance and Standards Committee

Brockenhurst College action plan relating to the Summative review: January 2010						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	of Department and HE Manager					
• the College provides strong support for staff development in gaining higher level qualifications, subject updating and improving teaching and learning which ensures currency in the curriculum and fosters a high level of staff commitment (paragraphs 21, 22, 24, 31)	Ensure awareness of support available for staff to complete higher degrees, including relevant staff involved in new HE programmes	May 2010	Lifelong Learning Manager	Staff currently supported complete programmes of study. Where appropriate staff new to HE teaching to be supported with relevant higher level study.	Learning & Development Manager	Participation, completion and success of supported staff to be reported in annual Staff Development & Training Report which is received by the Employment and Personnel Committee
• formal student support arrangements, such as mentoring, combined with a range of informal opportunities for students to gain advice from staff, contribute to high levels of student achievement (paragraphs 27, 29, 31)	Mentoring arrangements to be established for new HND Hospitality – sharing of good practice from Foundation degree Early Years to be	May 2010	Lifelong Learning Manager	Students on HND Hospitality are clear about the mentoring arrangements and other support arrangements as described in mentoring	Director of Adults, Skills and HE	Student and employer/ mentor feedback in first year of programme to include evaluation of support arrangements. To be included

Brockenhurst College action plan relating to the Summative review: January 2010

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	arranged			handbook and course handbook for students.		in programme self assessment report.
●the progression agreement with the University of Winchester is well used by students and provides them with further opportunities for personal, professional and academic development (paragraph 33).	Identify equivalent progression routes at HEI in SW region and request a similar progression agreement for Fn degree Early Years learners	May 2010	Head of Department	Progression agreement in place with one additional HEI	Lifelong Learning Manager	Take up of places under new agreement to be reported in programme self assessment report

Brockenhurst College action plan relating to the Summative review: January 2010

Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team agreed a number of areas where the College should be **advised** to take action:						
● ensure that Foundation Degree Early Years module information currently provided for students is presented through the virtual learning environment in a clear and consistent manner and as a single resource (paragraph 30).	Standardised expectations set and acted upon re format and content of Unit entries on VLE for Foundation Degree Early Years	April 2010	Programme Leader and Team	Alterations to VLE made and students able to access relevant information more easily	Lifelong Learning Manager	Student feedback through representatives at Programme meetings and on evaluation forms.

Brockenhurst Sixth Form College action plan relating to the Summative review: December 2009

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team agreed the following areas where it would be **desired** to take action:						
•develop a plan which reflects the College's overarching strategic needs in relation to staff development for the higher education provision (paragraph 23)	Specific section on HE staff development requirements to be included in revised Workforce Development Plan	July 2010	Head of Organisational Development	Documented in the Plan	Documented in the Plan Senior Management Team	Implementation of operational plan derived from strategic needs re HE development
•complete the process addressing the need identified in the higher education strategy to fully implement a system clarifying responsibilities for checking and updating public information, including that held on the website (paragraph 40).	Complete internal consultation and produce procedures and responsibilities chart for production, maintenance and checking of website information	May 2010	Head of Information and Systems Development	Information on responsibilities disseminated to all involved. Improved public interface for HE on website	Senior Management Team	Report on management of public information to be included in Information and Systems development SAR

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