



Integrated quality and enhancement review

Summative review

Petroc

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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*, 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 Petroc carried out in June 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 agreement, for the standards of the awards it offers on behalf of its awarding body. The team also considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreement, for the quality of learning opportunities it offers. The team considers that reliance **can** be placed on the accuracy and/or completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

Good practice

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

- the Higher Education Office and its staff support and provide guidance to academic staff, and ensure that the quality assurance processes work effectively and achieve enhancement of the provision
- the knowledge, understanding and use made of the Academic Infrastructure by all academic staff constitute good practice
- the mechanisms which ensure that the quality and quantity of feedback to students on their assessment are effectively analysed during moderation in order to improve student performance
- the systems to monitor and manage assessment outcomes include the scrutiny of the mark distribution across modules, which enables trends to be noted and comparisons to be made between modules, in order to provide evidence on academic standards
- the extensive, supportive and developmental method of peer review which staff believe promotes reflection and the sharing of good practice
- the quality, helpfulness and accuracy of the student handbook and student diary, which provide clear information and useful reference tools for students throughout their studies
- the rigorous process for the production of the higher education prospectus incorporates an appropriate audit trail that ensures the accuracy and completeness of the information.

Recommendations

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

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

- continue to discuss with the University whether programmes would benefit from periodic review to provide a general overview which incorporates external input
- discuss with the University whether the proportion of change in any one year (50 per cent) which is permitted to programmes without recourse to revalidation is too high
- carry out a mapping exercise to confirm that current College practices align with the Code of practice in areas that focus on student learning opportunities, such as students with disabilities and career education, information, advice and guidance
- consider the helpful recommendations made in the students' written submission, which included: highlighting the dates of the two student forum meetings at

induction; providing training for College programme representatives on their role; setting up an e-forum which would encourage part-time students to become involved in feedback, and to use this to display minutes of the meetings so that students can follow the progress of their input

- continue to monitor the staffing levels on programmes requiring highly specialised part-time lecturers
- ensure that reference copies of essential core texts are held in the library, and that teaching staff clearly define these texts, to enable students to have access to material needed to complete assignments
- ensure that all programme managers monitor their website to maintain the currency of the information provided to students.

A Introduction and context

1 This report presents the findings of the Summative review of higher education funded by the Higher Education Funding Council for England (HEFCE) conducted at Petroc (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 Plymouth. The review was carried out by Dr Philip Bentley, Miss Maxina Butler-Holmes, Dr Paul Smith (reviewers) and Mrs Christine Plumbridge (coordinator).

2 The Summative review team (the team) conducted the review in agreement with the College and in accordance with *The handbook for an 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, and meetings with staff and students. In particular, the team drew on the findings and recommendations of the Developmental engagement in assessment. A summary of findings from this Developmental engagement is provided in Section C of this report. The review also considered the College's use of the Academic Infrastructure, developed by QAA on behalf of higher education providers, with reference to the *Code of practice for the assurance of academic quality and standards in higher education (Code of practice)*, subject and award benchmark statements, *The framework for higher education qualifications in England, Wales and Northern Ireland (FHEQ)* and programme specifications.

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

4 The College, situated in Barnstaple, merged with East Devon College, based in Tiverton, in 2008. Previously known as North Devon College, the merged College has been known as Petroc since September 2009. The College's stated mission is 'To drive forward educational, economic and cultural success by continually raising the aspirations, knowledge and skills of individuals, communities and businesses'. Over 20,000 students aged between 14 and 18-plus enrol each year. They come from all parts of the north-east and mid-Devon and Torridge areas, north-east Cornwall and, through distance learning, areas beyond. Strong links are maintained with all schools and community colleges, as well as other institutions, to ensure comprehensive provision for both young people and adults in the area. The College is one of the largest training providers in the south-west of England. A programme of classroom refurbishment on the Barnstaple site will begin in summer 2010.

5 The higher education provision is accommodated on the main site in Barnstaple, the School of Management in the town centre, and the School of Art at Pottington; the Foundation Degrees in Music Technology and Production and in Music Performance are at Brannam's on the Roundswell estate, near to the College. No HEFCE-funded programmes have been offered in Tiverton since 2007. There are 14 members of staff who teach only on higher education programmes. Other staff teach on a combination of higher and further education programmes.

6 In the academic year 2009-10, there are 272 full-time and 332 part-time students, which equates to 419 full-time equivalent (FTE) students enrolled on the higher education programmes outlined below:

- FdA Business (35 FTEs)
- FdA Business and Management (17.1 FTEs)
- FdA Business & Computing (5.8 FTEs)
- FdA Ceramics (11.8 FTEs)
- FdSc Computing (26.1 FTEs)

- FdSc Digital Technology (0 FTEs)
- FdA Early Childhood Studies (55.1 FTEs)
- FdSc Electronics & Communications (with embedded HNC) (4.7 FTEs)
- FdA English with History/History with English (18 FTEs)
- FdSc Environmental Health (3.1 FTEs)
- FdA Fine Art (39.9 FTEs)
- FdSc Health and Social Care (14.4 FTEs)
- FdSc Human Biosciences (6 FTEs)
- FdA Illustration (37.3 FTEs)
- FdSc Mechanical Design and Manufacture (with embedded HNC) (9.3 FTEs)
- FdA Music Technology and Production (13 FTEs)
- FdA Music Performance (12 FTEs)
- FdSc Psychology with Sociology (29.7 FTEs)
- FdA Sports Development (9 FTEs)
- FdSc Sport, Health and Physical Activity (18.6 FTEs)
- FdA Theatre Company (6 FTEs)
- HNC Construction (ex-consortium) (Year 2) (3.8 FTEs)
- HNC Construction (Year 1) (2.5 FTEs)
- Diploma in Teaching in the Lifelong Learning Sector (Cert Ed) (11.2 FTEs)
- Diploma in Teaching in the Lifelong Learning Sector (PGCE) (8.4 FTEs)
- Short Courses (individual modules) (21.2 FTEs).

Partnership agreements with the awarding body

7 A Memorandum of Agreement was signed between the College and the University of Plymouth in 2002 and is valid for a period of 10 years. The University has a defined set of policies and procedures for validation and the monitoring of academic standards and quality, which must be followed by all institutions within its collaborative provision. The agreement is due for review in July 2010. The University is currently discussing whether these agreements should be reviewed more frequently.

Recent developments in higher education at the College

8 An FdSc Environmental Health was approved by the University in September 2008. Since the University does not offer this degree, this was subject to the College gaining accreditation from the Chartered Institute of Environmental Health. This has now been approved and the first enrolments were in September 2009. The College also had approval for an FdA Event Management to run from September 2009, but staffing changes led to a postponement until September 2010. The College has recently introduced the opportunity for both the general public and level 3 further education students to study individual modules within the higher education programmes. This may be used for recreational study or to enable further education students to understand the nature of the Foundation Degrees.

9 Proposals have been put forward for Foundation Degrees for September 2010 in Heritage and History, Creative Writing, Scripted Media, and Community Dance Practitioner. The College is currently developing a BA in Creative Practice in direct response to the needs of existing students, the local economy and from practising artists. This would offer a local progression route for students completing Foundation Degrees in Fine Art, Illustration and Ceramics. A work-based Foundation Degree in Retail is being designed in collaboration with a major national retail company and a range of local retail businesses and is looking towards approval in September 2011.

Students' contribution to the review, including the written submission

10 Students studying on higher education programmes at the College were invited to present a submission to the Summative review team. A focus group, comprising a small number of students, and forums with course representatives were used to gather information. The minutes of earlier student forum meetings, programme committee meetings and joint boards of studies were also used in order to assess how effectively the student voice is represented and responded to within the College. The submission focused on five key themes: the opportunities for student feedback and representation; the quality of academic and personal support; the provision of learning resources and facilities; assessment; and the accuracy and completeness of published information. The summary produced proved helpful to the team, who found that the views expressed were consistent with those obtained in their meeting with current students.

B Evaluation of the management of HEFCE-funded higher education

Core theme 1: Academic standards

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

11 The College works in partnership with the University of Plymouth. All the Foundation Degrees operate within the University of Plymouth Colleges Faculty, and the Professional Graduate Certificate in Education (PGCE) and Certificate in Education (Cert Ed) within the Faculty of Education. Both faculties collaborate mainly through the Joint Board of Studies, and operate a similar quality assurance cycle. The effective coordination between the College and the University ensures that the quality assurance processes are well managed and embedded. The College's Director of Curriculum and Innovation is responsible for the higher education provision. The Higher Education Office provides support and guidance to College staff, and plays a key role in ensuring that the quality assurance processes comply with University regulations and enhance the provision.

12 The College is represented on the University of Plymouth Colleges Faculty Board, which oversees academic policy and strategic development, planning, delivery and quality, progression arrangements, and has oversight of assessment policies and procedures. Each college has a Joint Board of Studies which is a formal subcommittee of the Faculty Board and is chaired by its Dean. College membership is made up of the Director of Curriculum and Innovation (College Vice Principal), the Higher Education Coordinator, programme managers, the Learning Resources Manager and two student representatives. The Board meets in the autumn and spring terms and considers all of the collaborative provision within the College. It operates to a standard pro forma that ensures uniformity of activity across colleges. It has overarching responsibility for quality issues within the College and operates as an effective forum for discussion on a range of issues. These include the annual programme monitoring process, a review of performance indicators, discussion on external examiner reports and responses to students' feedback on their programmes.

13 Subject forums provide support to subject-specific academic communities within the University's collaborative provision. They focus on quality enhancement, curriculum development, supporting academic staff development through conferences and seminars, facilitating student progression from colleges to the University, and in developing an academic community based on scholarship and critical friendship. College staff spoke

positively about the help and encouragement they had gained from participation in these forums.

14 The day-to-day responsibility for programmes lies with programme managers, assisted by their team. These teams consist of the programme manager, all module leaders, the Higher Education Coordinator, the academic liaison person, and a representative from Learning Resources. Programme managers meet weekly with the Higher Education Coordinator and Administrator. During the review, programme managers and their teams spoke confidently about their roles and provided evidence that these meetings enable them to highlight and share good practice across programmes. In addition, they attend two formal programme committee meetings, each with a prescribed agenda, each year. The outcomes of these meetings are fed into the Joint Board of Studies for that term and form the basis for annual programme monitoring.

15 Each programme manager is supported by an academic liaison person from the relevant University faculty, whose primary function is to act as a critical friend for College staff and students, and to monitor the effective delivery of the programmes. They visit the College three times a year and complete a report in which they advise on any issues and report on good practice for dissemination. The information gathered is used by the subject forum chair, who reports to the College Joint Board of Studies and University of Plymouth Colleges meetings. There is student representation at these meetings and notes are taken and distributed to those who cannot attend.

16 Undergraduate and teacher training programmes participate in a quinquennial review process to ensure currency and quality of programmes. The University does not, however, operate a periodic review process with its partner colleges for either the Foundation Degrees or its Higher National Certificate provision. Instead, a system of permitted changes to programmes allows providers to update and change up to 50 per cent of programme content in any one year, following discussions at the Joint Board of Studies. While this enables a rapid response to the changing graduate market for the students, the current system would allow a Foundation Degree to change its entire content over a three-year period without recourse to the formal revalidation procedure. There is also the potential for a programme to run for an extended period without the benefit of a formal review with external input. The University is currently considering whether to introduce the periodic review process for such collaborative provision. The team believes it is desirable for the College to continue to discuss with the University whether programmes would benefit from periodic review to provide a general overview which incorporates external input. Further, to discuss with the University whether the proportion of change in any one year (50 per cent) which is permitted to programmes without recourse to revalidation is too high.

17 The teacher training programmes operate within the University's Faculty of Education. They have three programme committee meetings each year, which report to the Joint Board of Studies. The same programme is delivered across the regional partnership and the Faculty. Programme managers across the partnership meet and report to the Faculty to compile a joint action plan in response to external examiner and Ofsted reports.

What account is taken of the Academic Infrastructure?

18 The Developmental engagement in assessment confirmed that all teaching staff have a very clear understanding of the Academic Infrastructure, and this continues to be a strength. The Higher Education Office has produced guidelines that complement the University's own handbook, and the Coordinator guides and supports staff to ensure that they are up to date with developments such as new sections within the *Code of practice*.

19 During the review, staff demonstrated a good level of knowledge and use of the Academic Infrastructure. Programme and module handbooks and assignment briefs make clear reference to programme specifications, learning outcomes, relevant subject

benchmarks and the FHEQ. Personal development planning continues through a work-based learning module and through reflection on progress in second-year modules. Staff have found that where learning journals have been introduced they are effective in enhancing student learning. The knowledge, understanding and use made of the Academic Infrastructure by all academic staff constitute good practice.

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

20 There is a close and effective relationship between the College and its awarding body. The College works closely within the University's structures and regulatory framework. The University's academic liaison person acts as a link tutor and communicates effectively with programme managers and their teams on matters such as curricula, assessment and programme design.

21 External examiners are nominated by the College and appointed by the awarding body. They visit the College twice a year to meet staff and students and to scrutinise a sample of student work. The Development engagement on assessment confirmed the views of external examiners that, overall, the standard of work is appropriate to the level of the award, and the sample of work provided during the Summative review confirmed that this remains the case. External examiners' reports are received by the relevant programme committee and evidence was provided of appropriate responses to their opinions.

22 The process for the annual monitoring of programmes is robust. In the autumn term, the Higher Education Coordinator considers programme committee minutes, action plans, quantitative data including student feedback surveys, external examiner reports and subsequent responses, and discusses these with the appropriate programme manager. A draft College action plan is then compiled and forwarded, with all the reports, to the University for inclusion on the agenda of the Joint Board of Studies. The college Director of Curriculum and Innovation attends this board. It considers the College's action plan, together with the full range of reports. The Associate Dean (Learning and Teaching) writes a report for consideration/approval by the Faculty Board meeting in the spring. Minutes are forwarded to the University Learning and Teaching Committee in order to identify and disseminate areas of good practice, and to ensure that areas for development are acted upon. Documentation seen during the review indicates that this process is effective.

23 There are clear processes for the setting, marking, grading and moderation of assessments, and these ensure that the learning outcomes are met and that assessment tasks are clear. There is an appropriate range of assessment methods. Students spoke positively about the clarity of learning outcomes, assessment tasks and tutors' feedback. Some staff visit the University to work with others on marking. Programme managers support staff in the assessment process if they are new to teaching in higher education.

24 Following a recommendation in the Developmental engagement in assessment, effective mechanisms have been introduced to review the quantity and quality of feedback to learners during the period when work is marked. Clear documentation guides those moderating and reviewing the assessment process to comment comprehensively on the marked student work in relation to its effectiveness in identifying learning outcomes, the quantity, quality and clarity of the feedback, and the consistency of grade allocation. The process analyses the feedback, and comments on whether it describes the way in which students can improve their performance. The module boxes seen during the review provided evidence of the effectiveness of these mechanisms, and enabled a clear audit trail of assessment to be seen. The mechanisms to ensure the quality and quantity of feedback to students and the transparency of the moderation process are examples of good practice. External examiner reports also comment on areas which directly correlate with the stated principles of assessment.

25 The systems to monitor and manage assessment outcomes are effective. External examiners attend subject assessment panel meetings, consider the outcomes of each module and confirm the marks allocated. Staff scrutinise mark distributions across modules to note trends, make comparisons and provide evidence on academic standards. Decisions of the award board are entered on the College management information system, which has a tracker function that enables retention, progression and achievement data on higher education to be analysed prior to transfer to the University system. The success rates from each module have been included in the College's information system database since 2007, enabling staff to monitor student progression year-on-year.

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

26 The continuing professional development of academic staff is actively encouraged. The Centre for Continuing Professional Development and the programme of higher education-specific events are the responsibility of a newly-appointed Teaching and Learning Quality Manager. Staff keep a log of their training in staff development records so that it may be submitted to the Institute for Learning. It is also available to their appraisers. A higher education-specific development day is organised at the start of each academic year, and attendance is compulsory. The most recent event enabled staff to look at a range of student handbooks other than their own in order to identify and share good practice; earlier events have focused on assessment. Staff spoke, at the review, of their experience of sharing good practice.

27 Staff also participate in training events at the University. The subject forums have helped to develop formal and informal contacts with University staff and these have led to College staff focusing on particular areas of research in their subject. In recent years, staff have been successful in gaining funding for twenty projects from the Higher Education Learning Partnership Centre for Excellence in Teaching and Learning. Recently, an e-portfolio was introduced in computing to combine the delivery of tutorials, personal development planning, work-related learning and study skills. This had resulted from the research funding obtained. Research is also ongoing in the sport and health programme area.

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 body.

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?

28 The systems to ensure coordination between the College and University are well defined and effective. Transparent and robust procedures ensure that the quality of learning within the higher education provision is well managed. The general responsibilities and arrangements for managing and reporting on the quality of learning opportunities are those described for academic standards in paragraphs 11-17.

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

29 The procedures and arrangements through which the College ensures it is fulfilling its obligations to its awarding body are clear and generally effective, as set out in paragraphs 20, 22 and 24. The management of learning opportunities is well integrated into College processes and student achievement and progression outcomes, student feedback, learning and teaching and resources are evaluated regularly.

30 An important contribution is made to ensuring the quality of learning opportunities, as well as to academic standards, by the well-organised administrative support available to the higher education students and staff from the Higher Education Office. Both its Coordinator and Administrator liaise effectively with staff at the University. Students praised the support they receive from these staff. During the review, teaching staff highlighted the significant benefit they receive from the office and particularly from its Coordinator.

What account is taken of the Academic Infrastructure?

31 The Higher Education Coordinator has worked extensively with academic staff to raise awareness of elements of the *Code of practice* relevant to academic standards. However, the College acknowledges that there has been a more limited focus in its documentation on other sections of the *Code of practice* that focus on the quality of student learning opportunities. It is desirable that the College carry out a mapping exercise to confirm that current College practices align with the *Code of practice* in areas such as students with disabilities and career education, information, advice and guidance.

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

32 Meetings during the review indicated that staff are highly motivated and focused. Students praised the quality of the teaching they experience and describe staff as enthusiastic, passionate and expert in their subject area, good communicators and student-focused. They feel empowered in their learning, and state that the level of challenge within their programme has led to personal growth.

33 Staff describe the College's system of peer review as supportive and developmental. They believe that it promotes reflection and the sharing of good practice. They focus on a particular area throughout the academic year. Staff are invited to define the area of teaching they wish to have reviewed, and support is provided to develop this through case studies and an analysis of the good practice seen. Discussions lead to further development opportunities to improve practice where needed. Staff felt that this system is an exemplar of good practice. Staff have produced a training DVD on this method, which is being developed in conjunction with the University of Plymouth.

34 In fine art, illustration and ceramics programmes student learning is supported through an innovative 'buddy' system of peer review that is used as part of the assessment process. Work is marked by teaching staff with input from a fellow student, and students find this provides them with insight of the views of other learners.

35 The arrangements for curriculum development and for proposing, developing and validating new programmes are effective. To ensure the currency of its programmes, the College has developed effective links with employers and professional bodies. The curriculum is enriched through staff engagement in regularly updating their subject skills and, where relevant, in their outside engagement and participation in art, theatre and music.

36 The external examiner system works effectively and examiners' comments feed into programme development and assessment. Staff provided evidence of how their comments contribute to, and impact upon, the quality of learning opportunities. For example, staff on the art and design programmes have introduced learning journals to encourage a detailed focus on a whole piece of work as it progresses. This has resulted in a wider spread of marks being achieved.

37 A variety of mechanisms enable students to feed back effectively on their learning experience. The students' written submission identified these as the two higher education programme representatives' forums, programme committees and Joint Board of Studies meetings. Students praised the level of informal direct contact they have with teaching staff, which enables them to deal quickly with problems or queries. The University's Student Union representative works closely with programme representatives at the College, and was helpful to them in coordinating the student written submission for this review. In order to enable students to raise issues on a regular basis, smaller monthly networking meetings have recently been established.

38 Overall, students are satisfied with the existing mechanisms, which enable them to provide feedback. The students' written submission made a number of helpful recommendations which the College should consider. These included: highlighting the dates of the two student forum meetings at induction; providing training for College programme representatives on their role; setting up an e-forum which would encourage part-time students to become involved in feedback, and to use this to display minutes of the meetings so that students can follow the progress of their input.

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

39 A range of mechanisms provide academic and professional development and pastoral support to learners. These are clearly outlined in student handbooks, the higher education handbook and the student diary. Individual review tutorials take place three times a year, and tutors use a helpful handbook outlining a range of internal and external support mechanisms. The students' written submission states that academic support is of an extremely high standard. Students praise the ready access they have to staff in a small-college environment. They cite the personal tutorial system as a positive contribution to their learning, as well as the ready access to specialists, such as technicians for theatre and music programmes. The Higher Education Office provides general and specific guidance about finance, enrolment and the University regulations. They support students in dealing with outside agencies for grants and student loans, and this often makes a difference as to whether students are able to continue with their studies or not.

40 Career and progression opportunities are clearly articulated to students throughout their studies. Speakers from outside agencies help students to identify how their degree may be used practically. The work-based learning projects enable students to link theory with practice. Health and fitness programmes hold a 'Speakers' Day' when up to 19 local employers come in to talk about career opportunities. Staff highlight advertisements outlining job opportunities to enable students to make a choice of modules in their final year. Other programmes work with the Business Advisory Service to enhance students' employability. College staff maintain links with other higher education providers to extend student choices for progression to study at a higher level. In some subject areas, entrepreneurial skills are also embedded in formal teaching in order to prepare students who are likely to be self-employed in areas such as fine art and music.

41 The students' written submission recognised the efforts being made by the College to address the delay that some students have experienced in having their dyslexia diagnosed. They state that Petroc can be proud of its ability to provide one-to-one attention for students needing such support. This view was confirmed by a student during the review.

42 Support is available for students with mental health problems. There are well-established links with disability support at the University. Although most students were aware of the student support team at the College, some were unaware of its existence. Again, the student written submission recommended that this should be highlighted during induction.

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

43 The procedures and arrangements for staff development are those described for academic standards in paragraphs 26 and 27. All staff participate in effective continuing professional development that uses specialist advice and updating to inform teaching practice and improve the learning experience for students. Staff development at the College and the University has led to staff further developing their own skills and knowledge, and engaging in collaborative research and scholarship opportunities. Although funding for developmental activity is generally provided by the College, some staff have been successful in gaining external funding for specific projects.

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?

44 The validation process ensures that human and physical resources are sufficient. A Higher Education Learning Resources Coordinator supports the provision. Room management is operated through a centralised registers and room team. In addition to teaching rooms on the campus, students are taught at the North Devon School of Art, at the School of Management and at the Brannam's site, where students have access to recording and practice facilities, a large performance space, computing facilities and a student café. On the main campus a higher education suite consists of four dedicated classrooms, an information technology room, the Higher Education Office and the common room, which was in use during the review. The students would like an additional quiet study space for higher education, and the College is considering this.

45 All staff have an appropriate first degree and/or professional qualifications, and are required to achieve a teaching qualification within two years of their appointment. Some staff are pursuing teacher training qualifications; others are studying on two modules on the integrated Masters in Education at the University. These modules comply with the Higher Education Academy requirements for teaching higher education in further education colleges.

46 In some programmes, such as environmental health and sport and health, there have been problems in engaging the highly specialised part-time lecturers required. Where a lecturer can only travel to the College one day a week, this has led to a very intense and concentrated programme for students. Students state that they can always contact such staff by email, and the College has responded quickly when any difficulties have arisen. It is desirable that the College continue to monitor the staffing levels on such programmes.

47 Students have access to a comprehensive range of specialist resources and industry-standard specialist equipment. The College capital investment programme funds initiatives for updating and purchasing new equipment, and staff also seek external funding opportunities where possible.

48 The level of access to technical staff varies. There is excellent support on the main campus, and the support for theatre and music is also very good. The College has responded to student feedback by increasing the specialist support on programmes such as fine art which are on other sites. Students use up-to-date information and communication technology hardware and software.

49 Academic support from the knowledgeable and helpful library staff is praised by students. They recognise the inter-library loan service as a useful aid to study, especially for students who require access to texts which are frequently updated. All programme areas work with a specialist from the library. Students commented on the limited availability of core texts and the limited loan periods. Currently, the library only holds reference copies of core texts when these are requested by a tutor. The library is engaged in a project looking at e-resources and the barriers to access, in order to identify how support to learners may be improved. The team believes that teaching staff should clearly define essential core texts and ensure that reference copies of these are held in the library, in order to enable students to have access to material needed to complete assignments.

50 Much work and training on the College's virtual learning environment has taken place since the Development engagement in assessment, and students regard it as useful in enabling them to access academic and support information. The College continues to monitor this in order to encourage a more consistent approach to its use by all staff. Students appreciate the help they receive from the library staff, who have provided extra training in using the University's website, which students find difficult to navigate around.

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 body 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?

51 The College is responsible for the publication of the higher education prospectus, student handbook and diary, student programme handbooks (which include the programme specification and definitive module records), module guides, and information which is provided at induction and enrolment. Any publicity materials which include a full programme title or the University logo receive 'automatic' approval where they use the standard wording as defined in the Academic Cooperation Agreement. Other materials are signed off by the University's Marketing section. A recent example of the institutions working together effectively under the agreement saw all student handbooks being revised for the 2009-10 academic year.

52 The Higher Education Administrator is responsible for providing data to HEFCE and to the National Student Survey. Guides for programme managers are regularly updated and available on a shared virtual learning environment resource. All College policies and strategy documents are available on its virtual learning environment. The College joined the University and Colleges Admissions Service (UCAS) for this year's admissions. Currently, the College is creating a webpage to provide prospective students with relevant information on the programmes and on accommodation.

53 The College website has recently been updated to reflect the change of title from North Devon College to Petroc. A strategy is currently being developed to take the needs of all stakeholders into account and to further enhance the website. The higher education section contains the aims of the provision, programme details, news articles and a range of diverse student successes. Links are provided to individual student handbooks and also to the University 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?**

54 Students confirm that the programme and module handbooks enable them to feel well prepared for their studies. They receive useful information during the induction process and the Higher Education Office assumes a proactive role in disseminating information. Students are provided with a clear insight into assessment processes, and receive informative communications from the Higher Education Office throughout the duration of their study.

55 At programme level, student handbooks clearly articulate aims, intended learning outcomes and assessment arrangements. They follow the University template and are customised for the College context. They are written in a user-friendly style and are praised by students. They are checked for accuracy on an annual basis by the Higher Education Coordinator before being published on the College's virtual learning environment and website. Standard paragraphs provide guidance on policies and regulations, including those relating to academic offences and the late submission of work. Appropriate references to the full version of the University academic regulations webpage are provided. A direct link to each handbook is publicly accessible through the College website. Students were very positive about the quality and accuracy of the information they received before and after enrolment. The team confirms that the quality, helpfulness and accuracy of the student handbook and the student diary are examples of good practice. They provide clear information to students that acts as a useful reference tool for their studies and enables them to manage the academic expectations of their programme.

56 The virtual learning environment is updated regularly, in line with the College's claim that the auditing of programme student handbooks and module guides is effective. The Higher Education Coordinator acts as the gatekeeper regarding new material to be placed on the site, and exercises version control over the content of the student handbook. Within individual programmes, however, there is differential practice and some examples of outdated module information were present on the website. It is desirable that all programme managers monitor their site to maintain currency of the information provided to students.

57 The College has an effective strategy to ensure that one definitive version of all programme documents is located electronically. The University approval process is correctly followed whenever 'permitted changes' to programme or module content are implemented and, where necessary, new programmes are submitted for approval. The College's Higher Education Prospectus is compiled jointly by the Higher Education Administrator and marketing colleagues within the College and the University. It is informative and celebrates student successes. The process for online editing is very clear and effective. Programme managers may amend information until the electronic sign-off by the Higher Education Administrator, who ensures that any changes are accurate. The final version for publication is approved by the marketing departments of both institutions. This rigorous process, incorporating an appropriate audit trail at each stage, ensures the accuracy and completeness of the information for students, and represents good practice.

58 The College information system provides accurate and timely information relating to success rates at the module level. The College has recently joined UCAS admissions and is in the process of developing entry profile information. In the future this should enable them to make further use of the National Student Survey and internal data.

The team considers that reliance can be placed on the accuracy and/or completeness of the information that the College is responsible for publishing about itself and the programmes it delivers.

C Summary of findings from the Developmental engagement in assessment

59 The Developmental engagement visit was conducted in June 2009 and focused on the assessment of students. The three lines of enquiry were agreed with the College in advance and reflect a broad range of assessment issues. These took the form of the following questions:

- How does the College assure itself that it is fulfilling the requirements of the awarding body in relation to assessment?
- How is feedback from students and other sources used to improve the quality of the student learning experience?
- How does the College ensure the accuracy, currency and completeness of information it publishes about assessment?

60 The team identified a number of areas of good practice. These included the effective Higher Education Office, which successfully supports both staff and students; the knowledge and use of the Academic Infrastructure demonstrated by staff; the wide and effective range of opportunities that enable students to feed back on their learning opportunities; the appointment of a Learning Resources Coordinator for Higher Education, who has already made a positive contribution to students' preparation for assessment; the new system of peer review of teaching, which provides a more appropriate focus on higher education requirements in learning and assessment; and the effective systems that ensure a wide range of published information on assessment is accurate, comprehensive and clear.

61 The team also made a number of recommendations. It suggested that it would be desirable to consider mechanisms to review the quantity and quality of feedback to learners during the period when work is marked; ensure that programme managers coordinate the assessment schedule and oversee compliance with the programme calendar; ensure staff make the most of opportunities afforded through liaison with their academic link person; ensure that a more focused and proactive approach to resource needs is monitored by the new management structure; and encourage full use of the College virtual learning environment to facilitate assessment.

D Foundation Degrees

62 The College currently offers 21 Foundation Degrees and works in partnership with the University of Plymouth. The Foundation Degrees operate within the University of Plymouth Colleges Faculty. The FdSc Environmental Health was validated by the University in 2009; the College received accreditation from the Chartered Institute of Environmental Health, and recruited its first students in September 2009. The accreditation was a condition of validation, as the University does not offer this award. There is an articulation agreement in place with the University of the West of England to enable a route for potential environmental health officers to progress to the final stage of that degree. Owing to staffing changes, recruitment to the FdA Event Management has been postponed until September 2010. Although the FdSc Digital Technology was devised to meet identified needs within the local manufacturing industry, the failure to recruit appears to result from the current recession.

63 The College's stated mission is 'To drive forward educational, economic and cultural success by continually raising the aspirations, knowledge and skills of individuals, communities and businesses'. The Foundation Degrees are all specific to the College and developed to meet local needs. Proposals for Foundation Degrees for September 2010 have been put forward for the following: Heritage and History, Creative Writing, Scripted Media, and Community Dance Practitioner. A strategy of grouping programmes is in place. The development of History and Creative Writing will be part of a cluster of programmes

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associated with the existing English and History provision. Dance will join a performance cluster with Theatre and Music. A work-based Foundation Degree in Retail is being designed in collaboration with a major national retail company and a range of local retail businesses and is looking towards approval in September 2011.

64 Foundation Degrees are the principal focus of the College's current higher education provision. The College works effectively with its partner university to deliver, monitor and evaluate the Foundation Degrees, and has well-developed systems for the creation, approval, delivery, monitoring and evaluation of its provision. The areas of good practice and recommendations identified during the Summative review are common to the whole provision.

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

- the Higher Education Office and its staff support and provide guidance to academic staff, and ensure that the quality assurance processes work effectively and achieve enhancement of the provision (paragraphs 11, 14, 18, 30-31, 39, 54, 56)
- the knowledge, understanding and use made of the Academic Infrastructure by all academic staff constitutes good practice (paragraph 19)
- the mechanisms which ensure that the quality and quantity of feedback to students on their assessment are effectively analysed during moderation in order to improve student performance (paragraph 24)
- the systems to monitor and manage assessment outcomes include the scrutiny of the mark distribution across modules, which enables trends to be noted and comparisons to be made between modules, in order to provide evidence on academic standards (paragraph 25)
- the extensive, supportive and developmental method of peer review which staff believe promotes reflection and the sharing of good practice (paragraph 33)
- the quality, helpfulness and accuracy of the student handbook and student diary, which provide clear information and useful reference tools for students throughout their studies (paragraph 55).

66 the rigorous process for the production of the higher education prospectus incorporates an appropriate audit trail that ensures the accuracy and completeness of the information (paragraph 57). The team agreed the following areas where it would be **desirable** for the College to take action:

- continue to discuss with the University whether programmes would benefit from periodic review to provide a general overview which incorporates external input (paragraph 16)
- discuss with the University whether the proportion of change in any one year (50 per cent) which is permitted to programmes without recourse to revalidation is too high (paragraph 16)
- carry out a mapping exercise to confirm that current College practices align with the *Code of practice* in areas that focus on student learning opportunities, such as students with disabilities and career education, information, advice and guidance (paragraph 31)
- consider the helpful recommendations made in the students' written submission, which included: highlighting the dates of the two student forum meetings at induction; providing training for College programme representatives on their role; setting up an e-forum which would encourage part-time students to become involved in feedback, and to use this to display minutes of the meetings so that students can follow the progress of their input (paragraphs 38, 42)
- continue to monitor the staffing levels on programmes requiring highly specialised part-time lecturers (paragraph 46)

- ensure that reference copies of essential core texts are held in the library, and that teaching staff clearly define these texts, to enable students to have access to material needed to complete assignments (paragraph 49)
- ensure that all programme managers monitor their website to maintain the currency of the information provided to students (paragraph 56).

E Conclusions and summary of judgements

67 The Summative review team has identified a number of features of good practice in Petroc'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 body. This was based upon discussion with staff and students and scrutiny of evidence provided by the College and its awarding body, the University of Plymouth.

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

- the Higher Education Office and its staff support and provide guidance to academic staff, and ensure that the quality assurance processes work effectively and achieve enhancement of the provision (paragraphs 11, 14, 18, 30-31, 39, 54, 56)
- the knowledge, understanding and use made of the Academic Infrastructure by all academic staff constitute good practice (paragraph 19)
- the mechanisms which ensure that the quality and quantity of feedback to students on their assessment are effectively analysed during moderation in order to improve student performance (paragraph 24)
- the systems to monitor and manage assessment outcomes include the scrutiny of the mark distribution across modules, which enables trends to be noted and comparisons to be made between modules, in order to provide evidence on academic standards (paragraph 25)
- the extensive, supportive and developmental method of peer review which staff believe promotes reflection and the sharing of good practice (paragraph 33)
- the quality, helpfulness and accuracy of the student handbook and student diary, which provide clear information and useful reference tools for students throughout their studies (paragraph 55)
- the rigorous process for the production of the higher education prospectus incorporates an appropriate audit trail that ensures the accuracy and completeness of the information (paragraph 57).

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

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

- continue to discuss with the University whether programmes would benefit from periodic review to provide a general overview which incorporates external input (paragraph 16)
- discuss with the University whether the proportion of change in any one year (50 per cent) which is permitted to programmes without recourse to revalidation is too high (paragraph 16)
- carry out a mapping exercise to confirm that current College practices align with the *Code of practice* in areas that focus on student learning opportunities, such as

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students with disabilities and career education, information, advice and guidance (paragraph 31)

- consider the helpful recommendations made in the students' written submission, which included: highlighting the dates of the two student forum meetings at induction; providing training for College programme representatives on their role; setting up an e-forum which would encourage part-time students to become involved in feedback, and to use this to display minutes of the meetings so that students can follow the progress of their input (paragraphs 38, 42)
- continue to monitor the staffing levels on programmes requiring highly specialised part-time lecturers (paragraph 46)
- ensure that reference copies of essential core texts are held in the library, and that teaching staff clearly define these texts, to enable students to have access to material needed to complete assignments (paragraph 49)
- ensure that all programme managers monitor their website to maintain the currency of the information provided to students (paragraph 56).

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

72 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.

73 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.

| Petroc action plan relating to the Summative review: June 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: | | | | | | |
| <ul style="list-style-type: none"> the Higher Education Office and its staff support and provide guidance to academic staff, and ensure that the quality assurance processes work effectively and achieve enhancement of the provision (paragraphs 11, 14, 18, 30-31, 39, 54, 56) | Ensure staffing levels are sufficient for 2010-11 | September 2010 | College Administration Manager | Member of staff in place for start of term | Head of Information Services | Appraisal of HE Administration Team by College Administration Manager |
| | Provide training for new member of team | December 2010 | HE Administrator | All key areas of training completed through weekly sessions | College Administration Manager | Successful completion of relevant tasks |
| | Update all team re process of change to 240 credits | October half-term | HE Administrator | Deadline for University paperwork met | HE Co-ordinator | All programmes receive approval of credit reduction |
| | Maximise use of UCAS | April 2011 | HE Administration Team | All courses up to date for 2011-12 | HE Administrator | All entry profiles approved by UCAS and successful change to Petroc |

| Petroc action plan relating to the Summative review: June 2010 | | | | | | |
|---|---|--|---------------------------------------|--|---------------------------------------|--|
| Good Practice | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
| <ul style="list-style-type: none"> the knowledge, understanding and use made of the Academic Infrastructure by all academic staff constitutes good practice (paragraph 19) | Continue to refresh knowledge at September continuing professional development (CPD) days. This September the lead speaker Nigel Larcombe-Williams from the University of Plymouth disability support | September 2010 | HE Co-ordinator | Programme managers showing awareness of relevant <i>Code of practice: Students with disabilities</i> | Director of Curriculum and Resources | Minutes of programme managers' meetings |
| | Support programme managers in achieving approval for moving from 260 to 240 credits | March 2011 | HE Co-ordinator HE Administrator | Successful approval at 240 credits for all programmes | Director of Curriculum and Resources | Approval paperwork from University of Plymouth |
| <ul style="list-style-type: none"> the mechanisms which ensure that the quality and quantity of feedback to students on their assessment are effectively analysed during moderation in order to improve student performance (paragraph 24) | Embed use of new paperwork that ensures second marking, considers/ feeds back on the quality of the marking as well as confirming the mark | End of this academic year | HE Co-ordinator Programme managers | Agenda item covered with all staff present | Director of Curriculum and Innovation | Minutes of programme managers' meetings |
| | Clarify change in paperwork for all modules at September CPD day | September 2010 for CPD day information | HE Co-ordinator | All second marking completed | HE Co-ordinator | Minutes of Subject Assessment Panels |
| | Programme managers to ensure new | February 2011 for | Programme managers | All work having appropriate | HE Co-ordinator | Minutes of Subject |

| Petroc action plan relating to the Summative review: June 2010 | | | | | | |
|--|---|---|---|--|--|--|
| Good Practice | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
| | paperwork used Paperwork to be part of module box and to be brought to Subject Assessment Panel to achieve overview | programme managers to check paperwork on half-year assessments July 2011 for overall consideration at Subject Assessment Panel | Programme managers | paperwork available at Subject Assessment Panels All work having appropriate paperwork available at Subject Assessment Panels | HE Co-ordinator | Assessment Panels Minutes of Subject Assessment Panels |
| <ul style="list-style-type: none"> the systems to monitor and manage assessment outcomes include the scrutiny of the mark distribution across modules, which enables trends to be noted and comparisons to be made between modules, in order to provide evidence on academic standards (paragraph 25) | Provide CPD near to the end-of-year panel to ensure that all staff understand the usefulness of these measures (mean and standard deviation) Continue to ensure that all necessary quantitative data is presented on the standard paperwork for discussion at annual programme monitoring and then at Joint Board of Studies (JBS) | June 2011 December 2010 | HE Co-ordinator Programme managers | Agenda of meeting HE Office audit of paperwork before JBS shows all information presented for annual programme monitoring | Director of Curriculum and Innovation HE Co-ordinator | Minutes of Subject Assessment Panels Minutes of programme committee meetings and minutes of JBS |

| Petroc action plan relating to the Summative review: June 2010 | | | | | | |
|---|---|--------------------|-------------------------------------|---|---------------------------------------|--|
| Good Practice | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
| <ul style="list-style-type: none"> the extensive, supportive and developmental method of peer review which staff believe promotes reflection and the sharing of good practice (paragraph 33) | Support Lead Learning and Performance Practitioner in completing her research into the effectiveness of peer review. Adapt paperwork to include suggestions from her workshops at City of Bristol College and Truro College | January 2011 | HE Co-ordinator | Research completed and disseminated through UPC CETL funding. Extension of funding already agreed | Director of Curriculum and Innovation | Evaluation and dissemination through CETL |
| | Establish formal system for discussing good practice across programmes | November 2010 | HE Co-ordinator | System agreed by programme managers and established | Director of curriculum and Innovation | Programme managers meetings minutes re effectiveness of system |
| <ul style="list-style-type: none"> the quality, helpfulness and accuracy of the student handbook and student diary which provide clear information and useful reference tools for students throughout their studies (paragraph 55) | Audit changes made to accommodate move to 240 credits | September 2010 | HE Co-ordinator | All handbooks complying | Director of Curriculum and Innovation | Student feedback on questionnaires re helpfulness of handbooks |
| | Support staff through move to 240 credits and provide guide to changing student handbook | January 2011 | HE Co-ordinator HE Administrator | Successful approval of 240-credit programmes | Director of Curriculum and innovation | Approval paperwork |

| Petroc action plan relating to the Summative review: June 2010 | | | | | | |
|--|--|---|---|---|---|---|
| Good Practice | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
| <ul style="list-style-type: none"> the rigorous process for the production of the higher education prospectus incorporates an appropriate audit trail that ensures the accuracy and completeness of the information (paragraph 57). | Widely publicise purpose of deadlines to programme managers for completion of data | February 2011 | HE Administration Team | Deadlines met by all programme managers | Marketing and Communications Team Leader | Publication of prospectus on time (initial use at UCAS Fair) |
| 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: | | | | | | |
| <ul style="list-style-type: none"> continue to discuss with the University whether programmes would benefit from periodic review to provide a general overview which incorporates external input (paragraph 16) | <p>Discuss individual views at programme managers' meeting to ensure that views are ready to present to JBS</p> <p>Ensure an agenda item at Autumn JBS</p> | <p>October half-term</p> <p>December 2010</p> | <p>HE Co-ordinator</p> <p>HE Co-ordinator</p> | <p>Discussion points prepared</p> <p>Discussion at JBS with views to be considered at Faculty Board</p> | <p>Director of Curriculum and Innovation</p> <p>Director of Curriculum and Innovation</p> | <p>Minutes of programme managers' meetings</p> <p>Minutes of Autumn JBS</p> |

| Petroc action plan relating to the Summative review: June 2010 | | | | | | |
|---|--|--------------------|------------------|---|---------------------------------------|--|
| Good Practice | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
| <ul style="list-style-type: none"> discuss with the University whether the proportion of change in any one year (50 per cent) which is permitted to programmes without recourse to revalidation is too high (paragraph 16) | <p>Ask programme managers what proportion of each programme has been altered under permitted changes. Also what proportion they feel would be reasonable</p> | October half-term | HE Co-ordinator | Discussion points prepared | Director of Curriculum and Innovation | Minutes of programme managers' meetings |
| | <p>Include as an agenda item on Autumn JBS</p> | December 2010 | HE Co-ordinator | Discussion at JBS with views to be considered at Faculty Board | Director of Curriculum and Innovation | Minutes of Autumn JBS |
| <ul style="list-style-type: none"> carry out a mapping exercise to confirm that current College practices align with the <i>Code of practice</i> in areas that focus on student learning opportunities, such as students with disabilities and career education, information, advice and guidance (paragraph 31) | <p>Consider <i>Code of practice: Students with disabilities</i> at September CPD day</p> | September 2010 | HE Co-ordinator | Exercises done on the day | Director of Curriculum and Innovation | Staff feedback forms |
| | <p>Work with programme managers to map Petroc systems and paperwork for disabilities and career education, information, advice and guidance against relevant Codes</p> | December 2010 | HE Co-ordinator | Paperwork with details of mapping. Paperwork/ systems amended where necessary | Director of Curriculum and Innovation | Discussion of paperwork and systems with Disability Services, University of Plymouth |

| Petroc action plan relating to the Summative review: June 2010 | | | | | | |
|---|--|--------------------|---|---|--------------------|---|
| Good Practice | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
| <ul style="list-style-type: none"> consider the helpful recommendations made in the students' written submission, which included: highlighting the dates of the two student forum meetings at induction; providing training for College programme representatives on their role; setting up an e-forum which would encourage part-time students to become involved in feedback, and to use this to display minutes of the meetings so that students can follow the progress of their input (paragraphs 38, 42) | Include HE Student Forum meeting dates in induction information | September 2010 | HE Administrator | Attendance at HE Staff Forum meetings | HE Co-ordinator | Student feedback re effectiveness of overall feedback from both from HE Staff Forum and from Student Perception Questionnaire |
| | Liaise with University of Plymouth Colleges Student Representative to ensure training for all our student reps | October 2010 | HE Administrator | 90% of student reps attend training | HE Co-ordinator | |
| | Establish and publicise an e-forum | December 2010 | College Information System | Forum up and running – used by students | HE Co-ordinator | |
| | Display minutes on virtual learning environment | December 2010 | College Information System & HE Administration Team | Minutes available on virtual learning environment | HE Co-ordinator | |

| Petroc action plan relating to the Summative review: June 2010 | | | | | | |
|---|---|--------------------|--|---|--------------------|--|
| Good Practice | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
| <ul style="list-style-type: none"> continue to monitor the staffing levels on programmes requiring highly specialised part-time lecturers (paragraph 46) | HE Office to establish and hold list of staff who could/would be prepared to teach on HE provision | January 2011 | Programme managers | Production of a comprehensive list | HE Co-ordinator | Student feedback re staffing |
| <ul style="list-style-type: none"> ensure that reference copies of essential core texts are held in the library, and that teaching staff clearly define these texts, to enable students to have access to material needed to complete assignments (paragraph 49) | When staff assembled for Subject Assessment Panel establish need for Learning Resources to be aware of at least one essential core text per module and that those copies are to be reference copies | August 2010 | HE Co-ordinator and programme managers | All programmes, and staff, covered | HE Co-ordinator | Student feedback re learning resources |
| | Ask Learning Resources to maintain lists per programme and to report progress to Autumn Programme Committee minutes | December 2010 | HE Learning Resource Co-ordinator and team | Complete lists of core texts/reference copies available Autumn Programme Committee minutes | HE Co-ordinator | |

| Petroc action plan relating to the Summative review: June 2010 | | | | | | |
|---|--|---|---|--|---------------------------------------|--|
| Good Practice | Action to be taken | Target date | Action by | Success indicators | Reported to | Evaluation |
| <ul style="list-style-type: none"> ensure that all programme managers monitor their website to maintain the currency of the information provided to students (paragraph 56). | Meet with programme managers to discuss how to keep their teams up to date. Offer to help individual staff. Offer to put on training for each team | Initial meeting before November 2010 Other meetings as necessary | HE Co-ordinator Programme managers | Comparative figures for student usage. Available from CIS for year on year | Director of Curriculum and Innovation | Student evaluation of virtual learning environment |

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