Integrated quality and enhancement review

Summative review

Chesterfield College

June 2012

SR 078/12

Preface

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

Purpose of IQER

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

The IQER process

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

Developmental engagement

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

The main elements of a Developmental engagement are:

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

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

Summative review

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

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

Evidence

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

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

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

- *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ), which includes descriptions of different higher education qualifications
- the *Code of practice for the assurance of academic quality and standards in higher education* (*Code of practice*)
- subject benchmark statements, which describe the characteristics of degrees in different subjects
- guidelines for preparing programme specifications, which are descriptions of what is on offer to students in individual programmes of study
- award benchmark statements which describe the generic characteristics of an award, for example Foundation Degrees.

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

Outcomes of IQER

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

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

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

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

Executive summary

The Summative review of Chesterfield College carried out in June 2012

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

Good practice

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

- robust management structures and processes are enhanced by the role of the Higher Education Development Manager and by the effectiveness of the Higher Education Operational Group which facilitates the sharing of good practice
- the role of the Academic Infrastructure Champion develops the confidence and understanding of staff and supports the implementation of relevant aspects of the Academic Infrastructure
- employer engagement in course design and delivery provides effective support for the development of students' employability skills
- learning technology leads support and enable staff to develop their learning technology skills and this enhances the student learning experience
- robust public information audit processes ensure that the College is fully aware of inconsistencies and is able to take timely steps to address them.

Recommendations

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

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

- further develop lesson observation processes so that staff delivering higher education courses are observed teaching at this level on a regular basis
- continue to develop, enhance and monitor module handbooks to provide consistent standard information.

A   Introduction and context

1   This report presents the findings of the Summative review of higher education funded by the Higher Education Funding Council for England (HEFCE) conducted at Chesterfield 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 Leeds Metropolitan University, Sheffield Hallam University and Edexcel. The review was carried out by Dr Philip Bentley, Mr David Gardiner, Mrs Sally Powell (reviewers) and Mrs Freda Richardson (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 partnership agreements, periodic reviews, annual quality reports and action plans, responsibilities checklists and meetings with staff, students and employers. In particular, the team drew on the findings and recommendations of the Developmental engagement in assessment. A summary of findings from this Developmental engagement is provided in Section C of this report. The review also considered the College's use of the Academic Infrastructure, developed by QAA on behalf of higher education providers, with reference to the *Code of practice,* subject and award benchmark statements*,* the FHEQ and programme specifications.

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

4   Chesterfield College is a large general further education college, established in 1984 as a result of the merger of Chesterfield Art College and Chesterfield College of Technology and, in 2003, the takeover of North Derbyshire College. The College operates on four main sites with higher education delivered at the main town centre campus at Infirmary Road, Tapton House which is used specifically for higher education and employer engagement, and the Clowne campus which opened in 2005. There is also a new bespoke training centre at Waterloo Court with a key focus on the logistics sector. The College employs 606 full-time equivalent permanent staff of whom 252 are teaching staff; 70 of whom contribute to the delivery of higher level courses.

5   There are seven curriculum directorates that all offer higher education courses. In 2011-12 the College enrolled 4,121 full-time and 2,142 part-time further education students, 577 14-16 year olds and 460 higher education students. Higher education student enrolments equate to 357.4 full-time equivalents.

Partnership agreements with the awarding bodies

6   The College has partnership arrangements with three awarding bodies: Leeds Metropolitan University, Sheffield Hallam University and Edexcel. The agreements are comprehensive, clearly articulate the responsibilities of each partner and are supported by complementary documentation. The College has completed responsibilities checklists which demonstrate a good understanding of respective responsibilities.

7   The College's current higher education provision is shown below, with full-time equivalent numbers given in brackets.

Edexcel

- HNC Civil Engineering, part-time (5)
- HNC Construction, part-time (9.5)
- HNC Engineering (Electrical/Electronic), part-time (13.5)
- HNC Electrical (top-up), part-time (4.02)
- HND Construction, full-time (11)
- HND Hair and Beauty Management, part-time (6.7)
- HND Public Services, part-time (10)

Leeds Metropolitan University

- FdA Leadership and Management, part-time (35)
- FdA Creative Practice, full and part-time (19)
- FdSc Health Related Exercise and Fitness, full and part-time (34)
- FdA Logistics and Supply Chain Management, part-time (5.36)
- FdSc Mechanical and Manufacturing Engineering, part-time (26)
- FdSc Sport (Performance and Participation), full-time (22)
- BA (Hons) Business and Management Studies, part-time (25)
- BSc (Hons) Health Related Exercise and Fitness, part-time (16)

Sheffield Hallam University

- FdA Early Years, part-time (18.09)
- FdA Education Learning Support, part-time (25.46)
- FdSc Applied Computing, full-time (23)
- FdSc Internet and Business Technologies, part-time (18.09)
- FdSc Networking Technologies, part-time (2.68)
- PGCE/Certificate in Education, part-time (28)

The College is also a study centre for the final level of the Sheffield Hallam BSc in Applied Computing and provides online and tutorial support using university materials.

Recent developments in higher education at the College

8   Following strategic changes within Leeds Metropolitan University, the College is reviewing its partnership arrangements to secure the future validation and approval of a large part of its higher education provision. An exit strategy has been agreed that safeguards the interests of the College students enrolled with this university. The College is in negotiation with two other local universities and expects some courses to be validated with at least one new partner for commencement from September 2012. Detailed transition arrangements are being planned and will be in place as required.

Students' contribution to the review, including the written submission

9   Students studying on higher education programmes at the College were invited to present a submission to the team. The student submission was submitted with the self-evaluation and was helpful to the team in enabling triangulation of evidence. It contained detailed comments from a series of focus groups that took place between November 2011 and February 2012 with 11 different groups of students. The focus groups were conducted by a member of staff not known to the students and covered all the key areas of interest for

the review. Following the preparatory meeting, the College very helpfully provided with an overall summary of the detailed focus groups notes.

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   Higher education is delivered within seven directorates and the Adult Learning Centre (for teacher training). It is managed by the Higher Education Development Manager who takes a lead in relationships with university partners and reports to the Deputy Principal for Enterprise, Engagement and Innovation. The Higher Education Development Manager works closely with the heads of learning and curriculum managers to develop, review and implement systems to manage and quality assure provision and provide advice on operational matters. The Higher Education Development Manager acts as an important resource in supporting the management of higher education at all levels and this was confirmed by staff.

11   There is a clearly identified and effective higher education management structure which is valued and understood by staff. The Higher Education Operational Group, which is chaired by the Higher Education Development Manager, includes representation from partner universities and provides a termly forum to develop policy, monitor quality, share good practice, and plan staff development. It reports to the twice-yearly Higher Education Steering Group which is chaired by the Assistant Principal Curriculum Development. The steering group includes representation from all College service areas and formulates and monitors higher education strategy and policy. It provides a higher education performance report to the college-wide Performance and Standards Committee, which reports to the College Corporation. The College has robust management structures and processes that are enhanced by the role of Higher Education Development Manager and by the effectiveness of the Higher Education Operational Group and which facilitate the sharing of good practice (see paragraphs 16 and 33).

What account is taken of the Academic Infrastructure?

12   The College has appointed Academic Infrastructure champions who work with the Higher Education Development Manager to disseminate relevant aspects of the Academic Infrastructure to staff. The champions are responsible for familiarising new higher education tutors with the Academic Infrastructure, refreshing current tutors' knowledge and understanding, and disseminating good practice. They achieve this through staff development and other curriculum-related activities. Staff are aware of the significance of the Academic Infrastructure and confirmed that the support provided is valuable. The use the College makes of the Academic Infrastructure champions develops the confidence and understanding of staff and supports the implementation of relevant aspects of the Academic Infrastructure. The team consider this good practice.

13   Documentation for validation and approval demonstrates that levels of study, aims, learning outcomes and assessment requirements are appropriately addressed. External examiners confirm this through their examination of assessment processes. Higher education policies take account of the *Code of practice* and work alongside partner

university policies and regulations. The College has recently developed its own code of practice for assessment which closely mirrors the *Code of practice, Section 6: Assessment of students* and is helpful in supporting assessment processes and practices.

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?

14   Processes for self-assessment, quality review and quality improvement are set out in the quality policy and an extensive range of guidance documents. Staff engage effectively with quality monitoring activities and have a clear understanding of the requirements of awarding bodies. Regular formal meetings between key College and partner university staff are supplemented by informal communications by phone and email correspondence. This close liaison ensures that the College is fulfilling its obligations as set out in the partnership agreements. The Leeds Metropolitan Regional University Network institutional review of the College in 2010 re-approved provision and reported positively on practices in the College.

15   For provision validated by a partner university external examiners are nominated by the College and appointed by the awarding body. The Higher Education Development Manager receives the external examiner reports and is responsible for preparing a response following their dissemination to course teams. A College summary report is prepared for consideration by the Higher Education Steering Committee. External examiners' reports confirm that the management of higher education is effective and report favourably on the standards achieved, the quality of assessment processes and on managed improvements in the standards of referencing.

16   The annual monitoring model meets partner university requirements and is applied to all higher education provision, including Edexcel. Course quality review meetings are held twice a year and annual quality reports, including data analyses, are produced and submitted to partner universities where relevant. External examiner comments are included in the annual quality reports and course level action plans are produced. The annual quality reports feed into the higher education self-assessment report, which is considered by the Higher Education Steering Group and used to inform future strategy. Action plans are regularly updated. A summary action plan informs the College's senior level committees and contributes to quality improvement. Based on the summary action plan, the Higher Education Operational Group has established project groups to disseminate and promote good practice in areas such as assessment, personal development planning and work-related learning, the virtual learning environment and module handbooks. There is a culture of sharing practice and of learning from others that works well.

17   The College benefits from a wide range of support from partner universities in areas such as staff development, work-based learning and professional mentoring. Partner university staff contributed to the College code of practice for assessment and chair examination boards. Cross-college moderation events facilitate the sharing of good practice, and along with the external examiner arrangements, ensure that appropriate standards are maintained. Partner university representatives confirmed that they have a high level of confidence in the operation of higher education at the College.

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

18   Arrangements for staff development are set out in the workforce development policy and procedures and related documents. Development needs are identified through individual personal development reviews and feedback from the College's review and management

structures. For higher education staff these are identified separately and reflected in the annual staff development plan, which forms part of the higher education self-assessment report. In addition, the policy and procedures for induction and development of new staff include specifics for higher education. The Higher Education Development Manager coordinates individualised programmes of development for staff new to teaching in higher education.

19   The College agrees an annual budget for staff development purposes. Higher education staff are supported in a range of continuing professional development activities, including study of higher degrees. The College offers a range of in-house training opportunities, many of which are arranged with partner universities and act as a vehicle for the dissemination of good practice. Staff confirmed that they have appropriate development opportunities and good support from senior staff. There are effective processes in place to identify and meet the development needs of higher education staff that facilitate personal and professional development and enhance input to the curriculum.

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?

20   The management responsibilities and reporting arrangements, described in paragraphs 10 and 11, are also effective in supporting the quality of learning opportunities. Partnership agreements with Sheffield Hallam University and Leeds Metropolitan University vary slightly, however both indicate that the College is responsible for delivery, assessment and support. Arrangements for Edexcel accredited courses are similar. The College has produced clear higher education policies and procedures that take account of these responsibilities.

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

21   The processes described in paragraphs 14 to 17 also apply to quality of learning opportunities. Course teams participate in the processes of approval, periodic review and annual monitoring of courses which address obligations to provide appropriate learning opportunities. External examiner reports comment favourably on the quality of the learning opportunities, good linkage between theory and practice and good links to the workplace.

22   The College operates effective systems to obtain student feedback on the quality of the learning opportunities. Students have the opportunity to express opinion through the student representative role, class forums, semester course committees and questionnaire surveys. Reports submitted to the Higher Education Steering Committee provide an overview of student opinion and identify actions taken. The course committee meeting between the curriculum manager, course team and student representatives is a two-way process and, wherever possible, issues are addressed immediately. These minuted meetings provide an opportunity for the team to outline the changes that have been made.

The higher education student council addresses broader issues such as value for money and the use of information and learning technologies. Student views informed, for example, the redrafting of the College Higher Level Skills Strategy and arrangements for enrolment and timetabling.

What account is taken of the Academic Infrastructure?

23   The College's engagement with the Academic Infrastructure, as outlined in paragraphs 12 and 13, also relates to the quality of learning opportunities. Academic Infrastructure champions work with the Higher Education Development Manager to support teams and help them to better understand higher education terminology and the importance of robust assessment procedures. Staff apply relevant aspects of the *Code of practice* and the FHEQ in their teaching and learning practice.

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

24   The College has a higher education teaching and learning strategy that aims to provide high quality learning experiences through a variety of learning provision supported by staff development. Teaching, learning and assessment practices support the development of students' skills and knowledge and are given professional currency by the involvement of local employers. Staff work closely with a range of mostly public sector employers, some of whom are involved in teaching, facilitating and monitoring projects and supporting curriculum development. This provides currency to teaching and learning practice, supports the development of students' employability skills and enhances the student learning experience.

25   Each directorate has a Teaching and Learning Practitioner whose role is to work with individual staff and teams to improve teaching and learning. They also facilitate peer observation that supports the development of specific teaching skills, and enables the sharing of best practice and resources. Students report that teaching is good and that staff are enthusiastic in their delivery.

26   The College holds an internal review week three times a year. This comprises lesson observations, student focus groups, thematic reviews, and 'walk-abouts'. The latter mirror Ofsted 'learning walks' and involve senior staff dropping into learning activities unannounced to review teaching and learning taking place. Students and employers may also be involved. The Head of Performance and Standards produces a summary report following internal reviews that includes a profile of lesson observation grades. For higher education observations these are reported and analysed in the higher education self-assessment report. Tutors gaining an observation grade of three or less are provided with a Teaching Learning Practitioner mentor, regular review meetings with their line manager and a re-observation within three months. All tutors are observed annually. However, as the majority of higher education staff also teach further education, their observation may be on a further education course in any one year. With the small numbers of staff involved in higher education it is unlikely that this would occur over several years, but there is no process to monitor the level at which observations take place. The team considers it desirable that the College further develop the lesson observation processes so that staff delivering higher education courses are observed teaching at this level on a regular basis.

27   Thirteen learning technology leads provide support through a mix of formal training sessions, one-to-one or small group support and informal drop-ins. They are allocated remitted hours for general support work and for specific projects. Learning technology leads

have supported curriculum staff in developing innovative interactive online resources and assessment materials. These include the introduction of blogging and interactive critiquing on the FdA Creative Practice, blogging and mobile uploads on the HND Public Services and the use of online file sharing and instant podcasting applications on FdSc Sport (Performance and Participation). Staff confirmed that learning technology leads have helped them make better use of the virtual learning environment and to have a good understanding of their development needs. The effective support provided enables staff to develop their learning technology skills and this enhances the student learning experience.

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

28   There is a well-developed application process. The higher education admissions statement and College admissions policy provide clear guidance for tutors. All students are invited to an interview and full-time applicants are also normally invited to a pre-course taster or information day. In some cases applicants are expected to complete formative assessments before course commencement. These are well constructed and enable the prospective student to understand the nature and level of the course they are applying for. The College also offers bridging courses between levels to help prepare students for progression. These include topics such as an introduction to critical reading and writing and preparation for independent research at level 6. The policy for the recognition of prior learning articulates well with university polices and reference to it is included in course marketing materials.

29   Students receive an induction that may include an element of formative assessment and external visits, for example to art galleries and museums for the FdA Creative Practice. Once on the course, students are allocated a personal tutor who provides effective pastoral and academic support in a variety of ways. Increasingly face-to-face academic support is supplemented by the exchange of emails and virtual learning environment forums. Students confirm that induction is thorough and that tutorial support is effective in supporting their needs. Each directorate has a Support for Students Manager who is responsible for ensuring that support is in place for every student. The range of support services available is summarised in the higher education student support entitlement and in the College higher education student handbook. The higher education College charter consolidates information on student support and clearly outlines the service that students can expect. Support for students is relevant to their needs and is effective. Student surveys evidence a high level of satisfaction with academic support.

30   Students engage in work-related learning though a variety of means and are able to apply their learning effectively to real-life situations and to professional industry standards. Full-time Foundation Degree students are required to undertake a work placement which is supported by a work placement handbook and tutor visits. Part-time students are in work and this enriches their learning experience and helps to build links between theory and practice. Employers confirmed that students have skills to perform well in the workplace, are able to contribute to problem solving and have developed the interpersonal skills they need to work with others. Students state that they feel learning outcomes relate well to their fields of employment and that they are able to develop good team and interpersonal skills as part of their course of study. The College accepts and implements feedback from employers to inform curriculum development and delivery. Staff work closely with local employers, for example the local National Health Service trust, and county and district councils, and this enhances their teaching and learning practice. For example a recent project has involved Foundation Degree students in teaching children in local primary schools about fitness and diet in an attempt to increase the participation of parents and children in healthy nutrition. The close liaison with local employers helps prepare students to enter the workplace and to apply their learning in real work situations. Employer engagement in course design and

delivery provides effective support for the development of students' employability skills and is good practice.

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

31   Arrangements for staff development are outlined in paragraphs 18 and 19. The College is involved in peer review processes with nearby colleges as part of its quality improvement strategy and these include staff development events. Resulting improvements, for example in student referencing skills, have been noted by awarding bodies and external examiners. The induction policy and procedures for new staff and workshops for new teams successfully embed higher education quality systems and ensure correct documentation is used for assessment and verification. The Higher Education Operational Group provides peer support for curriculum managers and promotes the sharing of resources and good practice in teaching and learning.

How does the College ensure the sufficiency and accessibility of the learning resources the students need to achieve the intended learning outcomes for their programmes?

32   College resources provide effective support to learning and assessment and students are very satisfied with their physical surroundings and learning resources. The Higher Education Steering Group monitors higher education learning resources and receives and responds to reports from the Head of Learning Resources. Higher education stock in the libraries is reviewed regularly to ensure currency and there is a growing collection of e-resources, which include aggregated collections of full-text journal articles and key journal databases. Students are generally positive about library facilities and confirm the helpfulness of library staff. Higher education courses are adequately resourced and there are effective processes in place to monitor and allocate the required resources.

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?

33   The College produces a wide range of information including a comprehensive higher education prospectus, student handbooks, module guides, and College policies and procedures. In addition, employers are provided with a handbook to ensure that they are aware of the requirements for assessment and there is a series of leaflets on higher education finance for students which are updated annually. The College is responsible for updating programme specifications for Leeds Metropolitan University and Edexcel courses. Sheffield Hallam University takes responsibility for updating programme specifications. Updated programme specifications are available on the College website, intranet and course virtual learning environment. The responsibilities for public information and procedures for ensuring the accuracy of information are outlined in awarding body agreements.

34   Course handbook information is shared with the students at interview and, for 2012, the core sections of the handbook will be made available to students prior to entry. Key

information is reinforced during induction. Students confirmed that they are aware of the information in the handbook and regard it as a useful reference source. All higher education tutors produce a module handbook which is issued at the start of each module. All handbooks are provided on the virtual learning environment, as is most other course-related information. More advanced curriculum areas have developed forums, additional exercises and podcasts, whereas the less developed areas use the virtual learning environment as a repository for class presentations and handouts.

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?

35   The prospectus is checked by the Higher Education Development Manager, heads of learning and the marketing team. Formal agreement is then secured from the partner university prior to publication. There are clear and comprehensive tracking documents for course handbook amendments. Checklists are used to monitor links to up-to-date course information and documentation, resources and activities, and the layout and presentation of information. The Higher Education Steering Committee receives an annual report on public information including procedures for checking public information accuracy. These processes are effective in ensuring the accuracy and completeness of public information.

36   The Higher Education Development Manager works in conjunction with the Higher Education Administrator on the annual check on public information. Programme specifications are checked and where relevant updated to take account of changes to delivery patterns. Curriculum managers are required to sign to confirm amendments. Responsibilities checklists for each university partner articulate the nature of the public information and procedures for ensuring the accuracy and completeness of public information.

37   The Developmental engagement noted as good practice the processes in place to audit, to maintain the quality and to improve the consistency of public information. The College has scheduled a series of audit activities to check that documentation is consistent and meets the required standard. Tutors are provided with written guidance and templates for handbooks. Issues and concerns are monitored by the Higher Education Operational Group and by the corporation standards committee. There is a comprehensive audit of information available through the virtual learning environment. The team confirm that there are robust processes in place to audit public information and that these ensure the College is fully aware of any inconsistencies and is able to take timely steps to address them.

38   The Developmental engagement recommended that the College continue the development of module handbooks. A module handbook checklist has been produced. The Higher Education Development Manager and curriculum managers provide support in producing handbooks for those staff new to the process. Module handbooks reviewed revealed comprehensive, helpful forward planning opportunities. Minimum requirements are met for all handbooks and the process for checking this is effective. The Higher Education Development Manager conducts an annual audit of module handbooks that checks for specific content such as assignment briefs and reading lists, and also checks the sufficiency of information included. The audit in November 2011 concluded that not all handbooks include assessment criteria for individual assignments and there is variability in the standard of reading lists. The team considers it desirable for the College to continue to monitor and enhance module handbooks to provide consistent standard information.

> **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

39   The Developmental engagement considered three lines of enquiry, which were as follows.

Line of enquiry 1: How effective are assessment and quality enhancement processes in ensuring that appropriate standards are achieved?

Line of enquiry 2: To what extent does feedback on assessed work enable students to achieve their intended learning outcomes?

Line of enquiry 3: How well does public information ensure that students understand assessment processes?

40   Good practice was identified in the robust systems for internal verification and second marking, the College's engagement in peer reviews with partner institutions, their engagement with the Academic Infrastructure, the support provided for a range of staff development activities, detailed and constructive summative feedback on assessments and in the processes in place to audit, maintain the quality and improve the consistency of public information. The College continues to demonstrate good practice in their robust management structures and processes, their engagement with the Academic Infrastructure and the audit and quality improvement processes to maintain the consistency of public information.

41   The team made a number of recommendations. These were that it would be desirable for the College to: review higher education quality assurance procedures to remove unnecessary duplication and provide clearer and more efficient systems; continue to develop individual contextualised grading criteria for all Leeds Metropolitan University courses; continue to develop module handbooks across all provision to ensure students are provided with consistent standard information and to develop strategies to ensure consistent use of the virtual learning environment and share the good practice evident in some courses. The College has made good progress on these recommendations and has further work to do to ensure the consistency of information in module handbooks.

D   Foundation Degrees

42   The College offers six Foundation Degrees validated by Leeds Metropolitan University and a further five validated by Sheffield Hallam University. While the College has increased its Edexcel provision in the current year and expects this to grow, based on funded places secured through the core and margin bidding process, the majority of its higher education courses are still Foundation Degrees. There are 228.68 full-time equivalent students studying Foundation Degrees in 2011-12, from a total higher education population of 357.4 students. The findings of this report in paragraphs 43 to 48 relate to the Foundation Degree provision as well as to all other higher education provision offered by the College.

E   Conclusions and summary of judgements

43   The Summative review team has identified a number of features of good practice in the College's management of its responsibilities for academic standards and for the quality of learning opportunities of the awards the College offers on behalf of its awarding bodies. This was based upon discussion with staff and students and scrutiny of evidence provided by the College and its awarding bodies, Leeds Metropolitan University, Sheffield Hallam University, and Edexcel.

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

- robust management structures and processes are enhanced by the role of the Higher Education Development Manager and by the effectiveness of the Higher Education Operational Group which facilitates the sharing of good practice (paragraphs 10, 11, 16 and 31)
- the role of the Academic Infrastructure champion develops the confidence and understanding of staff and supports the implementation of relevant aspects of the Academic Infrastructure (paragraphs 12 and 23)
- employer engagement in course design and delivery provides effective support for the development of students' employability skills (paragraphs 24 and 30)
- learning technology leads support and enable staff to develop their learning technology skills and this enhances the student learning experience (paragraph 27)
- robust public information audit processes ensure that the College is fully aware of inconsistencies and is able to take timely steps to address them (paragraphs 36 and 37).

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

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

- further develop lesson observation processes so that staff delivering higher education courses are observed teaching at this level on a regular basis (paragraph 26)
- continue to develop, enhance and monitor module handbooks to provide consistent standard information (paragraphs 38).

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

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

49   Based upon its analysis of the College's self-evaluation, other documentary evidence and from its meetings with staff and students, the team concludes that, in the context of this Summative review, reliance **can** be placed on the accuracy and completeness

of the information that the College is responsible for publishing about itself and the programmes it delivers.

Chesterfield College action plan relating to the Summative review: June 2012						
Good practice	**Action to be taken**	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
In the course of the Summative review the team identified the following areas of **good practice** that are worthy of wider dissemination within the College:						
• robust management structures and processes are enhanced by the role of the Higher Education Development Manager and by the effectiveness of the Higher Education Operational Group which facilitates the sharing of good practice (paragraphs 10, 11, 16 and 33)	Hold three Higher Education Operational Group meetings per year with representation from all higher education curriculum areas Hold one major event each year to share good practice which involves higher education learners and other stakeholders Appoint a Teaching and Learning Practitioner and Learning Technology Lead for higher education Produce a higher education business	June 2013	Higher Education Development Manager Teaching and Learning Practitioner and Learning Technology Lead for higher education appointed	Good practice is shared more widely, with external audiences and impacts positively upon the student learning experience	Higher Education Steering Committee	Student feedback Higher education business plan 2012-13 which reports to the senior management team on the achievement of higher education

	plan reviewed every three months					objectives
• the role of the Academic Infrastructure champion develops the confidence and understanding of staff and supports the implementation of relevant aspects of the Academic Infrastructure (paragraphs 12 and 23)	Train Academic Infrastructure Champions on the new Quality Code and roll out training to both existing and new higher education teams within the College	June 2013	Higher Education Development Manager	All staff who teach on higher education are familiar with the revised and updated sections of the Quality Code	Higher Education Operational Group	Report to Higher Education Operational Group Higher education self-assessment report
• employer engagement in course design and delivery provides effective support for the development of students' employability skills (paragraphs 24 and 30)	Engage with employers to effectively embed employability skills into all new higher education awards to be launched in September 2013 To audit module handbooks and assessments to ensure that opportunities to develop employability skills are developed on	June 2013	Higher Education Development Manager Higher education teams developing new qualifications Quality Manager	Two new higher education awards are launched that are informed by employer opinion and meet the needs of the sector with regard to employability skills Evidence from audit and student feedback demonstrates the development of employability skills is addressed	Higher Education Steering Committee	Higher education report to the Performance and Standards Committee Higher educational self-assessment report

	all higher education courses Include a question on the higher education module questionnaire on the development of employability skills			across all higher education courses		
• learning technology leads support and enable staff to develop their learning technology skills and this enhances the student learning experience (paragraph 27)	Agree threshold standards across four strands for higher education virtual learning environment space Designate a Learning Technology Lead role specifically to support the further development of the virtual learning environment for higher education courses	June 2013	Higher Education Development Manager Head of Learning Resources Learning Technology Lead for Higher Education	All higher education sites comply with threshold standards and higher education staff are aware of these standards All higher education courses to improve their virtual learning environment site against the four identified strands. This is evidenced by an audit exercise Students feedback (module questionnaires) shows improved satisfaction with the virtual learning environment	Report to the Higher Education Steering Committee	Virtual learning environment audit, scheduled for May 2013, shows full compliance with agreed standards Proposed College staff survey 2012-13 shows satisfaction with the virtual learning environment support Student module questionnaire feedback

| | The outcomes of public information audits and student feedback on public information are reported to senior managers.

Public information is a standard discussion item on meetings for the Higher Education Operational Group and meetings with Marketing and Management Information Systems | January 2013 | Higher Education Development Manager

Marketing manager

Management Information Systems Manager | Audits complete and documented

Public information remains accurate and consistent | Higher Education Operational Group | Report to Higher Education Steering Committee

Feedback from students |
|---|---|---|---|---|---|---|
| • robust public information audit processes ensure that the College is fully aware of inconsistencies and is able to take timely steps to address them (paragraphs 36 and 37). | | | | | | |
| **Desirable** | **Action to be taken** | **Target date** | **Action by** | **Success indicators** | **Reported to** | **Evaluation** |
| The team considers that it is **desirable** for the College to: | | | | | | |
| • further develop lesson observation processes so that staff delivering higher education courses are observed teaching at this level on a regular basis (paragraph 26) | An agreed number of higher education observations take place each year

Every individual who teaches more than six hours per week on higher education is observed at least every two years teaching a higher education class | June 2013 | Higher Education Development Manager

Quality manager | The College is able to accurately report annually on the standard of teaching on higher education courses, identify areas for development and good practice | Performance and Standards Committee

Higher education self-assessment report | Teaching learning and assessment strategy which outlines observation protocols for the College is approved by the senior management team

Lesson observation report |

						is submitted to the Performance and Standards Committee
• continue to develop, enhance and monitor module handbooks to provide consistent standard information (paragraphs 38).	Reinforce with staff the requirements for a module handbook/ module information which must be available on the virtual learning environment. Conduct an audit on module information on the virtual learning environment	January 2013	Higher Education Development Manager	Improved module information for students which is consistent across the College	Higher Education Operational Group Higher Education Steering Committee	Report to the Higher Education Operational Group and summary report as part of the public information report to Higher Education Steering Committee Feedback from students