

Integrated quality and enhancement review

Summative review

May 2009

Swindon College

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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 Swindon College carried out in May 2009

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(s), 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:

- the raised profile and direction of the College's higher education provision, which is clearly articulated within the College Strategic Recovery Plan 2008-2011; it is managed and delivered effectively through a number of dedicated higher education groups and individuals
- in its management of academic standards the College has engaged effectively with the Academic Infrastructure, and in particular the *Code of practice for the assurance of academic quality and standards in higher education*, and embedded it in its higher education processes and practices
- the student voice that is canvassed widely and responded to promptly and positively
- a well-designed staff development that strategy maps College and individual professional development and training requirements to the College's eight strategic aims.

Recommendations

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

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

- assist employers engaged in supporting work-based learning by providing documentation, that sets out respective College and employer roles and responsibilities, and provides clear guidelines on employer participation in the assessment of students
- clarify the data on which published achievement rates are based and undertake further analyses of these key performance indicators, to ensure a better understanding of the underlying retention and completion patterns within its higher education provision.

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

- formulate clear terms of reference for the Higher Education Strategy Group and Higher Education Development Group, with a view to clarifying respective roles and responsibilities and allowing the former to provide a strategic steer for the College's higher education provision

- expand opportunities for staff to undertake scholarly activity and research, and encourage uptake
- embed the College e-learning strategy so that staff and students are confident in the use of learning technologies, and monitor staff and student use of the virtual learning environment
- seek to develop further the distinctiveness of the higher education student learning experience, including the provision of appropriate learning and social accommodation
- forge stronger links with local and regional employers, to inform and enhance the College's higher education portfolio and particularly the provision of work-based learning opportunities
- seek early implementation of the planned improvements in procedures for tracking the development and publication of new and updated marketing literature, and of means of ensuring its accuracy and completeness.

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 Swindon 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 that the College delivers on behalf of the University of Bath, Oxford Brookes University and Edexcel. The review was carried out by Mr David Gardiner, Ms Ann Hill and Mrs Freda Richardson (reviewers) and Mr Jeffery Butel (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, meetings with staff, students, employers and partner institutions, reports of reviews by QAA and from inspections by Ofsted. In particular, the team drew on the findings and recommendations of the Developmental engagement in assessment undertaken in June 2008. 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 Founded in 1904, Swindon College is a medium-sized general further education college based near the town centre. In 2006, the College combined its operations onto one site, which included new purpose-built accommodation. The focus of the College's provision is on vocational education and training, which is underpinned by its mission: 'To deliver high quality vocational teaching and training that meets the needs of the market place and inspires success'.

5 During the academic year 2008-09, Swindon College enrolled approximately 6,200 Learning Skills Council-funded further education students, 2,235 non-Learning Skills Council-funded further education students and 502 (435 FTE) higher education students. The number of higher education students has increased by 20 per cent over the last five years and, in 2008-09, 78 per cent of these students came from the borough of Swindon. The College is in receipt of direct and indirect HEFCE funding; the former accounts for approximately 60 per cent of the total higher education funding. The higher education provision is taught by 58 members of staff, of whom 33 are employed full-time, 15 are employed on fractional contracts and 10 on part-time contracts. Together they represent some 20 full-time equivalents dedicated to supporting the higher education provision.

6 The following HEFCE-funded programmes, listed by awarding body, are offered by the College. Enrolments and, for part-time programmes, full-time equivalents (FTEs) are shown in brackets.

University of Bath

- MA Archaeological Illustration (9)
- BA (Hons) Sequential Illustration (41)
- BA (Hons) General Illustration(9)
- BA (Hons) Graphic Design (33)
- BA (Hons) New Media (4)
- BA (Hons) Fine Art: Drawing for fine Art Practice (50)
- BA (Hons) Early years, Care and Education 25)
- BSc (Hons) Youth Work (6)
- BSc (Hons)Sports Therapy (7)
- FD Early Years (25)
- FD Early Years (PT) (34 or 17 FTEs)
- FD Youth Work (9)
- FD Youth Work (PT) (11 or 5.5 FTEs)
- FD Engineering Systems (22)
- FD Engineering Systems (PT) (5 or 2.5 FTEs)
- FD Sports Therapy (38)

Edexcel

- HND Sequential Illustration (4)
- HND General Illustration (3)
- HNC General Illustration (1)
- HND Graphic Design(4)
- HNC Graphic design (PT) (1 or 0.5 FTEs)
- HND Ceramics (2)
- HNC Ceramics (PT) (4 or 2 FTEs)
- HND Photography (11)
- HNC Photography (PT) (1 or 0.5 FTEs)
- HNC Civil Engineering (PT) (22 or 11 FTEs)
- HNC Construction (PT) (29 or 14.5 FTEs)
- HND Business (10)
- HNC Business (PT) (5 or 2.5 FTEs)

- HND Computing (16)
- HNC Computing (1)

Oxford Brookes University

- PGCE (PT) (19 or 9.5 FTEs)
- FD Classroom Support (21)
- FD Business, Management and Communication (16)
- FD Business, Management and Communication (PT) (4 or 2 FTEs).

Partnership agreements with the awarding bodies

7 College responsibilities for the delivery and management of its higher education provision are clearly set out in its partnership agreements. The University of Bath quality assurance procedures are set out in its Quality Assurance Code of Practice. This is supplemented by the University's Quality Management of Learning Partnership Provision, which provides additional guidance on operational implementation and details the College's responsibilities for the management of each programme of study. Oxford Brookes University's procedures are set out in its Quality and Standards Handbook. These procedures allow for the consideration, development, approval and post-approval management of the collaborative partnership. College responsibilities for each programme of study are detailed in the University's Operations Manual. For its higher national awards, the College follows the standard Edexcel agreement.

Recent developments in higher education at the College

8 The number of higher education students has increased by 20 per cent over the last five years and was planned to grow by a further 40 per cent to 700 by 2011-12. However, cessation of HEFCE Additional Student Numbers for 2009-10 and 2010-11 has led to a revised target of 600 higher education students by 2011-12. The College is in the process of transferring its art and design provision from the University of Bath to Oxford Brookes University. The College has ceased to recruit to some programmes where student recruitment was low. Much of the intended growth in higher education provision will be based on the further development of FDs.

Students' contribution to the review, including the written submission

9 Students studying on higher education programmes at the College were invited to present a submission to the Summative review team. Student course representatives from 19 out of 25 higher education programmes took part in the preparation of the student written submission. Advice and guidance was provided by the College Higher Education Development Unit and by the University of Bath Students' Union. The report is comprehensive and clear. It includes programme-specific and generic issues of concern to students and was of considerable help to the team during the review. In addition, the team also had an informative and helpful meeting with a representative group of current students during the review visit.

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 Delegated responsibilities are clearly set out in the institutional agreements with the awarding bodies. The University of Bath and Oxford Brookes University undertake periodic review of the provision and engage with the College on an operational basis, through link tutors. For Higher National awards, Edexcel external examiners formally monitor College compliance with agreed programme specifications.

11 In order to discharge its responsibilities within the framework established by the institutional agreements, the College has established a clear reporting structure. The revised structure is now better equipped to support the needs of higher education. Two interim vice principals have been appointed to promote academic standards. The Strategic Recovery Plan, 2008-11, establishes that the Vice Principal (Quality and Students) is charged with providing the strategic direction for the higher education provision. The plan, which is comprehensive and well written, gives higher education a high profile, and there are key performance indicators relating to the further enhancement of academic standards, which are rigorously monitored.

12 The College monitors its management of its delegated responsibilities through the Quality and Standards Committee. This committee reviews progress on actions from higher education self-assessment reports and receives the annual higher education report prior to submission to the Governing Body. An annual key performance indicator report is produced by the Quality and Standards Committee and is received by the Governing Body. This report is well structured and provides a clear overview of the College's performance measured against the eight strategic aims of the College. The Governing Body monitors the College's operational plan, which includes actions arising from the IQER Developmental engagement action plan.

13 The College has established a more inclusive, integrated and systematic approach to the consideration and reporting of higher education academic standards. The work of the Higher Education Development Unit is recognised and valued and is responsible for raising awareness of the importance of academic standards. The Unit has produced a paper on the quality assurance cycle, which sets processes in context. The quality management structure is clear and effective, and is facilitating improvement.

14 There is a comprehensive reporting structure throughout the College and lines of responsibility are clear and understood by staff. Curriculum teams and programme committees report to programme area managers who in turn report to the Directors of Learning and Skills or directly to the Vice Principal (Curriculum). The senior management team, the Director of Learning and Skills (HE), Higher Education Coordinator and programme area managers, are now involved with the review of mid-year and end-of-year monitoring reports for higher education.

15 The impact of the recently formed Higher Education Strategy Group and the Higher Education Development Group has yet to be measured as they were both constituted in November 2008. The Higher Education Development Group was set up as a result of the Developmental engagement in assessment. The Higher Education Strategy Group aims to assure academic standards and enhance the quality of learning opportunities for higher education students, while the Higher Education Development Group has a key operational role to develop and disseminate good practice across the College's higher education provision. These groups would benefit from further clarification of the exact remit and terms of reference, to avoid overlap and to ensure that the former provides a strategic steer for the higher education provision.

What account is taken of the Academic Infrastructure?

16 The College engages effectively with the Academic Infrastructure across the higher education provision and there is good alignment with the *Code of practice*. Staff are familiar and comfortable with the use and embedding of the Academic Infrastructure and the College's senior management is committed to its implementation. The College higher education conference, which included input from QAA, raised awareness of the Academic Infrastructure and, in particular, its application to assessment.

17 The Academic Infrastructure both informs, and is informed by, the work of programme development groups and curricular working groups. It also informs the annual programme monitoring processes. The result is a clear embedding of the principles and procedures of the Academic Infrastructure and particularly the *Code of practice* in the management of academic standards.

18 The College ensures that assessment practice is aligned with the precepts of the *Code of practice* and reflects other parts of the Academic Infrastructure. The terms of reference for the internal unit examination boards and the programme boards of examiners fulfil the guidance detailed within the *Code of practice, Section 6: Assessment of students*. The importance of internal and external verification is recognised by the College, and programme leaders, and the Advanced Practitioners agree that the process is a valuable tool for ensuring consistency of standards. The roles and responsibilities of external examiners cover all precepts within the *Code of practice, Section 4: External examining*.

19 Following the Developmental engagement in assessment in May 2008, the College has implemented its action plan to address inconsistencies in marking criteria and regulations relating to deadlines for student work. Assessment guidance is more explicit and students are clear about what is expected of them. There are some good examples of student handbooks, especially on FD programmes, which include marking and assessment criteria. Student assessment is a standing item at all programme committees and students are now issued with an assessment schedule for the year.

20 Some students still report delays in receiving grades for assignments, although they do receive indicative grades. There has been progress in addressing the timeliness of feedback to students identified in the Developmental engagement. The College states that progress has been made in addressing the burden of assessment on FDs, which was also identified during the Developmental engagement, but this has yet to be evidenced.

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?

21 The College has strong links with the University of Bath and Oxford Brookes University. College arrangements follow the systems and processes of the relevant institution as set out in the partnership agreements. Both universities provide operational quality assurance guidance in order to manage and develop the collaborative provision. The College has sought, where possible, to integrate its higher education quality systems with those employed in its further education provision. However, it is too early to gauge the success of this approach.

22 Curricular working groups are well established and comprise staff from the College, the University of Bath, and other colleges within the consortium offering the same programmes. The groups are responsible for considering assessment, curricula, quality enhancement, planning and staffing matters relating to the programme. College staff value these meetings and use them to draw attention to and disseminate good practice. Project Development Groups for programmes awarded by Oxford Brookes University also offer opportunities to share good practice. The work of these groups helps to ensure that College provision is closely aligned to the requirements of its awarding bodies.

23 The annual monitoring reports for higher education programmes are well written and feed into the College's self-assessment report. All annual monitoring reports are considered by the relevant awarding body. The publication of a draft College Higher Education Code of Practice demonstrates the commitment of the College to the enhancement of academic standards. The draft Code serves as a useful operations manual and source of reference for staff teaching on higher education programmes. Quality management procedures are further supported by a College quality manual.

24 Staff-student liaison committees are a requirement of the University of Bath programmes and students report that they find these meetings valuable. Programme committees occur approximately two weeks after each staff-student liaison committee and include at least one student representative who reports back to student cohorts. The College has undertaken to establish staff-student liaison committees for all higher education programmes. The involvement of students in most levels of decision-making is good and students feel that their views are heard and acted upon. Link tutors from Oxford Brookes University and the University of Bath regularly attend programme committees and contribute to the review of programme development and quality improvement.

25 There is a good relationship with external examiners and they report that the academic standards of the higher education provision are sound. Reports are generally very positive and the College is responsive to any issues which arise.

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

26 A wide range of staff development activities is undertaken and there is a comprehensive system to map College and individual professional development and training requirements to the College's eight strategic aims. Applications are considered against criteria that match anticipated outcomes against curricular needs. Applications and evaluation methodologies have been revised to enable the Staff Development Unit to provide more in-depth analysis of the impact and evaluation of training against the College's strategic aims. The Higher Education Development Group is proving effective in fulfilling its remit to ensure that all staff development activities are recorded and that best practice is shared.

27 Annual monitoring reports include a section on staff development activities and identify proposals for future events. Opportunities for staff development are also identified within the higher education learning and teaching processes and at appraisal. New staff are allocated a mentor and programme leaders have the opportunity to attend an induction event at the University of Bath. The awarding bodies also provide staff development opportunities and staff find this useful in informing curricular enhancement.

28 Staff and professional development needs are identified and teaching staff who apply to pursue higher-level qualifications are well supported. The higher education conference held in November 2008 was attended by 36 participants. The conference is expected to become an annual event for updating staff, disseminating information and providing extending staff understanding of the Academic Infrastructure.

29 The College may wish to consider its role in encouraging a wider range of staff development activities relating to the distinctiveness of higher education and to promote a shared understanding in all subject areas. There are pockets of good practice relating to research and scholarly activity, and these need to be further developed systematically.

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?

30 Day-to-day management of the higher education provision within the College lies with the programme area managers and programme leaders. The higher education provision as a whole is coordinated by the Higher Education Coordinator, who reports to the Director of Learning and Skills with responsibility for higher education, who in turn reports to the Vice Principal (Curriculum). The implementation of the Developmental engagement action plan has led to the formation of the Higher Education Strategy Group and Higher Education Development Group. These, working with the Curriculum Working Groups and Project Development Group are charged with maintaining and enhancing the quality of learning opportunities provided for higher education students.

31 Annual monitoring reports, informed by staff and student input, and external examiner reports, are produced by programme teams at the end of the each academic year and submitted to the Higher Education Development Unit. Action plans arising from these reports are considered internally and, in January, the reports are submitted to the awarding bodies. Amendments suggested by the awarding universities are implemented and the resultant action plans are monitored by programme committees. The Higher Education Development Unit coordinates the production of mid-year and annual reports, collates the annual higher education student survey results, and reports to the Higher Education Strategy Group. The Higher Education Strategy Group considers this, together with action plans and periodic review reports and submits an exceptions report to the senior management team. The Quality and Standards Committee considers the annual higher education report and associated action plans before reporting to the Board of Governors.

32 Although the Higher Education Strategy Group and the Higher Education Development Group are in their infancy, they have already achieved some success in addressing assessment issues identified within the College, and in grasping the enhancement opportunities highlighted in the Developmental engagement. However, the formulation of clear terms of reference for the two groups, to clarify roles and responsibilities, would avoid overlap and allow the former to provide a strategic steer for the College's higher education provision.

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

33 The clear reporting structure outlined earlier provides the College with wide-ranging information on the performance of its higher education programmes. In addition, the College follows its awarding bodies' well-established and comprehensive monitoring procedures, the University of Bath Degree Scheme Review and Oxford Brookes University Periodic Review, which are undertaken every five years. Swindon College also engages in the annual Edexcel moderation process. In addition, external examiner reports provide the College and its awarding bodies with an external perspective on the operation of the higher education programmes.

34 Link tutor arrangements with the two university awarding bodies ensure that the College enjoys a continuing interactive relationship at the operational level. They provide the College with an opportunity to seek advice and raise any issues concerning its provision of learning opportunities for students enrolled on the universities' programmes. Overall, the College engages well with its awarding bodies and its higher education students benefit from these constructive relationships.

What account is taken of the Academic Infrastructure?

35 In its self-evaluation, the College states that 'The Developmental engagement undertaken in May 2008 provided a significant opportunity to review the effectiveness of assessment practices employed within the college'. This is evidenced through the increased engagement with the Academic Infrastructure over the last 12 months, with considerable progress, particularly in relation to the *Code of practice, Section 6: Assessment of students*. There has also been some work with the *Code of practice, Section 9: Work-based and placement learning*. However, there is less evidence of a consistent approach to work-based learning across the higher education provision. The College acknowledges in its self-evaluation that '... opportunities to share good practice across college in this area are being missed because there is an absence of standard policies and procedures for work-based learning'. The College also acknowledges that '...a standard college policy for work-based learning would ensure that information published to students and employers relating to the requirements, responsibilities and assessment of work-based learning is consistent and provide opportunities for monitoring, evaluation and enhancement'.

36 The College's higher education conference served to highlight the Academic Infrastructure, with particular reference to the *Code of practice, Section 6: Assessment of students*. The event was well attended by staff involved in delivering higher education and speakers included representatives from QAA and the Higher Education Academy. The event was regarded as an outstanding success by those attending. One outcome was a comprehensive assessment policy, articulated in the College 'Guide to Assessment for Higher Education Programmes'. However, student-assessed work reviewed by the team suggests that consistency of application across programme areas area is not yet complete. Some programme areas employ a well thought-out balance of diverse assessment methods

and offer constructive feedback, while a minority of programmes offer little in the way of alternative assessment methods or constructive feedback.

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

37 Each programme leader is responsible for ensuring that the teaching, learning and assessment strategy for the programme is appropriate and meets the needs of the learners. The programme leader is required to ensure that learner feedback is actively sought, analysed and, where appropriate, acted upon. In this way the College can assure itself that the quality of teaching and learning is appropriate. For the most part, students who met the team confirmed that they were very happy with the teaching and learning, and felt that they were able to influence matters by voicing opinions that were listened to and usually acted upon.

38 Further evidence is provided by the College lesson observation scheme. While the pro forma used for observations is appropriate for classroom delivery, it requires adaptation for other methods of learning, such as workplace learning, tutorials and learning through the assessment process. Unit evaluations provide further feedback on the quality of teaching and learning, although they appear better suited to assessing classroom delivery than work-based learning. However, the evaluations are considered carefully.

39 A key role of the Higher Education Strategy Group is the promotion of innovation and consideration, and enhancement of strategies for teaching and learning. However, this is not evident as an agenda standing item. The Higher Education Development Group, which includes two higher education advanced practitioners, has had some success in encouraging and supporting the use of innovative learning and assessment strategies and encouraging reflective practices.

40 Employers who met the team and were involved in work-based assessment had received no training or support from the College. Although the involvement of employers is predominantly in formative rather than summative assessment, there is a need for clear guidance, whatever their contribution to learning support or assessment.

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

41 Students are represented at all levels of committees, including the Board of Governors. The staff-student liaison committees ensure that learners have a voice and are able to influence higher education decision-making and direction. Students considered that the College responded promptly and positively to their views.

42 The student written submission and the team's meeting with students identified a number of issues, often programme or subject-specific. These included access to information technology support and limited library stock. The delayed notification of grades, often due to the need for external verification, was also raised, although students reported that they receive interim grades. The majority of students agreed that they receive helpful feedback within three weeks of assignment submission. The College has implemented an action plan to address student concerns expressed in the student written submission.

43 Overall, students are very happy at the level of support they receive from the College and value the accessibility to staff. This close staff contact supplements the formal arrangements for the airing of student views and provides the College with a further opportunity to hear and act upon student views.

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

44 The self-evaluation recognises the need for further development of a higher education culture, within which practice is informed and enhanced through increased staff engagement in research and scholarly activity. Higher education-specific staff development opportunities have been established. These include a dedicated higher education staff development day, induction for new staff with higher education responsibilities and an allocation of up to 15 days a year to undertake scholarly activity. New higher education teachers are allocated a mentor with higher education knowledge and experience. Specific development needs are identified through the higher education classroom observation process.

45 The College identifies three categories of staff development: scholarly activity, industrial secondment and the pursuit of higher-level qualifications. All new higher education programme leaders are inducted into the requirements of the awarding bodies. The College now differentiates, where appropriate, between further and higher education staff development.

46 The higher education lesson observation process has been adapted from that used for further education. It includes higher education pedagogic skills, particularly proficiency in developing higher-level academic skills in analysis, evaluation and synthesis. The observation form is appropriate for classroom delivery, but would be improved if adapted for other methods of learning such as workplace learning, tutorials and learning through the assessment process. The responsibility for observations lies with the advanced practitioners and programme area managers.

47 The College E-Learning strategy published in April 2009 provides a template for developing the use of technology in teaching, learning and assessment, and meeting the needs of the learner by facilitating flexible delivery of the curricula. The College acknowledges that further work is required to ensure that all staff engage effectively with the strategy. Some students in engineering appreciate their access to learning through technology.

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?

48 The resource allocation process is open and transparent. There is a clear and well-understood process for identifying resource requirements in which each department prepares a development plan to support its planned objectives. These are evaluated in the first instance by the curriculum manager, and then evaluated and prioritised by the Higher Education Development Group and Higher Education Strategy Group, to ensure that they are congruent with the College's higher education strategy.

49 There has been a significant recent investment in learning resources, which is appreciated by the students. Students confirmed that the College had responded positively to requests for additional resources, such as a designated quiet learning area in the learning resource centre. As yet, however, there is no systematic, dedicated accommodation space for learning and social use for higher education students. The College acknowledges in the self-evaluation the need to '... develop a more methodical process for reviewing and updating book stock in order to ensure the currency and sufficiency of available texts are maintained'. Students' opportunities to use the College virtual learning environment as a learning tool vary across programmes, reflecting the differing levels of staff engagement with the medium. Some students access the virtual learning environments at the university

partners to support their learning. There is scope for further development of the College virtual learning environment to meet the needs of all students on higher education programmes.

50 FDs constitute the largest and fastest growing element in the higher education portfolio. Employers represent a major teaching, learning and assessment resource. There is some good practice, such as in art and design, but overall, employer engagement with the College is variable. In order that the College can support students' work-based learning and better respond to the needs of the market place, the engagement with employers needs to be strengthened, at strategic and operational levels. The College has appointed an Employer Engagement Officer, whose remit is to develop employer contacts, develop employer groups and respond speedily and effectively to local employer requirements. Each programme also has staff hours allocated for employer engagement. The impact of these important initiatives has yet to be seen.

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?

51 The institutional agreement with the University of Bath states that the College is responsible for issuing students with a handbook and for the production of all publicity and promotional material associated with the programmes. All of these materials must be approved by the University prior to publication. Programmes provided under the auspices of Oxford Brookes University appear in the University's prospectus. The College is responsible for the marketing and is required to send proposed promotional material to the University for approval prior to publication.

52 The College produces a student handbook for every programme. Some programmes, for example, the FD Engineering Systems franchised from the University of Bath, have an additional handbook provided by the awarding body. All handbooks contain comprehensive general information, including that relating to computer use, childcare, car parking, photocopying, the Student Code of Conduct, disciplinary procedures, equal opportunities policy and complaints and grievances, although the amount of programme-specific information provided is variable. The best examples contain a comprehensive overview of teaching, learning and assessment. They include detailed mapping of intended learning outcomes, showing where each is taught, practised and assessed within modules. Edexcel handbooks provide information on unit grading, progression and awards, assessment procedures and unit descriptors. Generic grading criteria for achieving Pass, Merit, or Distinction are provided in an Appendix.

53 Students and external examiners affirm that content provides sufficient detail to enable students to understand the expectations of the programme. Some handbooks are available on the College virtual learning environment, for example, FD Engineering Systems and BA Fine Art.

54 Employers who met the team reported that there is little readily accessible information directed at them. Given the growth in the College's FD provision, the team considers this to be a major omission. Employers would welcome general information about higher education opportunities provided by the College and guidance on employer involvement in curricular development, teaching and learning and assessment. The latter could be addressed by a handbook articulating College and employer roles and responsibilities in work-based learning.

55 The College has developed a comprehensive marketing plan for higher education. It is in the process of redesigning and updating all published marketing literature as part of the implementation of this plan. The marketing strategy and labour market intelligence provided is good. The use of appropriate geo-demographic profiling software for targeting market needs and analysis is helpful in identifying skills gaps and local opportunities for higher education provision.

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?

56 The Higher Education Development Unit liaises with the Marketing Department, programme leaders and awarding bodies in seeking to ensure that published information is accurate, complete and updated appropriately. Nevertheless, on occasions, there have been inaccuracies in the published information.

57 All programme leaflets comprising the higher education folder of publicity material are being updated this year. Progress on these updates is tracked by the Marketing Department. The quality assurance processes to ensure accuracy of published marketing literature are evolving and tighter systems are now being introduced, although not all updates currently in progress have a tracking sheet attached or evidence of awarding body or internal approval.

58 Some current leaflets contain inaccuracies. For example, entry criteria for the BA (Hons) Graphic Design do not match those listed in the programme specification and the language on the leaflet is unclear and open to possible misinterpretation. The information on the programme leaflet for the FD in Early Years is incomplete. The College is aware of these deficiencies and is addressing them.

59 Marketing literature states that 97 per cent of students achieve their qualification and that the College success rates are well above national averages. This is potentially misleading as it refers to final-year completion rates only. Additionally, the College stresses high retention rates on higher education programmes, but these figures refer to in-year retention rather than retention over the duration of programmes. The College acknowledges that summarised statistical data published on the web and in marketing literature could be misleading. It recognises the need to clarify the data on which these figures are based and for further analysis of these key performance indicators. This would enable it, and other stakeholders, to better understand the underlying retention and completion patterns within its higher education provision.

60 Although progress has been made, continued work is needed to improve the effectiveness of quality assurance processes for developing College marketing materials. New procedures to ensure completeness and accuracy of published information are at an early stage of development. The College is encouraged to ensure that these more robust procedures are fully operational in time for the next academic year.

61 Students confirm that they used the College website for information about programmes before applying. They found the information to be helpful and sufficient. Once enrolled, the information contained in the handbooks meets their needs. College policy documents are available on the College intranet for staff access.

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

62 The Developmental engagement visit took place in May 2008. The three lines of enquiry, agreed with the College in advance, are set out below. The lines of enquiry reflect a broad range of assessment issues.

Line of enquiry 1: The effectiveness of assessment methods in facilitating students' achievement of the unit intended learning outcomes

Line of enquiry 2: The contribution of internal and external verification processes to the assurance of academic standards

Line of enquiry 3: The role of staff development in raising awareness of non-traditional assessment methods and encouraging and supporting staff in their design and deployment

63 The Developmental engagement team identified a range of good practice. This included the use of innovative assessment methods, clear assignment briefs, close collaboration with awarding bodies, the increasing participation of employers and professional bodies in the assessment process, and the wide range of staff development opportunities. All these measures enhanced students' learning through assessment. The team also reported the effectiveness of the internal and external verification processes in maintaining and enhancing academic standards.

64 The Developmental engagement report also made a number of recommendations. It advised the College to ensure more consistent practice in the application of marking criteria, deadlines for student-submitted work, the timeliness of feedback to students on assessed work and student workloads. It also advised the College to provide more explicit guidance on the nature and use of assessment methods for student and staff. The report noted that it would be desirable for the College to make the College Assessment Policy more explicit and publish assignment schedules in a timely and accessible form for all programmes. The report recommended the need for more prompt responses to external examiners' reports, the raising of awareness of staff development opportunities and enhancing the sharing of good practice, with particular reference to teaching on higher education programmes.

D Foundation Degrees

65 The College higher education provision includes six FDs, all of which can be studied full-time and four that can also be studied part-time. There are part and full-time modes available on the FDs in Early Years, Youth Work, Engineering Systems, and Business, Management and Communication. Foundation Degrees in Classroom Support and Sports Therapy are currently available only in full-time mode. In 2008-09, there were 185 students enrolled, representing 158 full-time equivalents. A number of higher national programmes are being phased out and it is intended that the major part of the planned growth in higher education will be in FD provision. A FD in Computing is being developed for a September 2010 start.

66 The FD provision is generally well received by students and employers. It is perceived as being vocationally relevant and therefore of benefit to students and their employers. Student handbooks prepared for FDs are generally of high quality. However, the College could be more proactive in its engagement with employers and provide more support by documenting respective responsibilities for work-based learning and providing clear guidance on employer involvement in assessment. The team also regards as desirable, further engagement with employers to identify and develop further opportunities for work-based learning in general, and FDs in particular. These measures would serve to underpin and strengthen the College's strategic decision to make FDs the key element in its expansion of higher education. All the elements of good practice and recommendations listed below in Section E apply to the FD provision.

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

- the raised profile and direction of the College's higher education provision, which is clearly articulated within the College Strategic Recovery Plan 2008-2011; it is managed and delivered effectively through a number of dedicated higher education groups and posts (paragraph 11)
- in its management of academic standards, the College has engaged effectively with the Academic Infrastructure, in particular the *Code of practice*, and embedded it in its higher education processes and practices (paragraphs 16 to 18)
- student opinion that is canvassed widely and responded to promptly and positively (paragraphs 24, 41)
- a well-designed staff development strategy that maps College and individual professional development and training requirements to the College's eight strategic aims (paragraph 26).

68 The team agreed a number of areas where the College is **advised** to take action:

- to assist employers engaged in supporting work-based learning by providing documentation that sets out respective College and employer roles and responsibilities, and provides clear guidelines on employer participation in the assessment of students (paragraphs 40, 54)
- to clarify the data on which published achievement rates are based and undertake further analyses of these key performance indicators to ensure a better understanding of the underlying retention and completion patterns within its higher education provision (paragraph 59).

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

- to formulate clear terms of reference for the Higher Education Strategy Group and Higher Education Development Group, with a view to clarifying respective roles and responsibilities and allowing the former to provide a strategic steer for the College's higher education provision (paragraphs 15, 39)
- to expand opportunities for staff to undertake scholarly activity and research, and encourage uptake (paragraph 29)
- to embed the College e-learning strategy, so that staff and students are confident in the use of learning technologies, and monitor staff and student use of the virtual learning environment (paragraphs 47, 49)
- to seek to develop further the distinctiveness of the higher education student learning experience, including the provision of appropriate learning and social accommodation (paragraph 49)
- to forge stronger links with local and regional employers, to inform and enhance the College's higher education portfolio and particularly the provision of work-based learning opportunities (paragraphs 50, 54)
- to seek early implementation of the planned improvements in procedures for tracking the development and publication of new and updated marketing literature, and the means of ensuring its accuracy and completeness (paragraph 60).

E Conclusions and summary of judgements

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

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

- the raised profile and direction of the College's higher education provision, which is clearly articulated within the College Strategic Recovery Plan 2008-2011; it is managed and delivered effectively through a number of dedicated higher education groups and posts (paragraph 11)
- in its management of academic standards, the College has engaged effectively with the Academic Infrastructure, in particular the *Code of practice*, and embedded it in its higher education processes and practices (paragraphs 16 to 18)
- student opinion that is canvassed widely and responded to promptly and positively (paragraphs 24, 41)
- a well-designed staff development strategy that maps College and individual professional development and training requirements to the College's eight strategic aims (paragraph 26).

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

The team agreed a number of areas where the College is **advised** to take action:

- to assist employers engaged in supporting work-based learning, by providing documentation that sets out respective College and employer roles and responsibilities, and provides clear guidelines on employer participation in the assessment of students (paragraphs 40, 54)
- to clarify the data on which published achievement rates are based and undertake further analyses of these key performance indicators to ensure a better understanding of the underlying retention and completion patterns within its higher education provision (paragraph 59).

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

- to formulate clear terms of reference for the Higher Education Strategy Group and Higher Education Development Group, with a view to clarifying respective roles and responsibilities and allowing the former to provide a strategic steer for the College's higher education provision (paragraphs 15, 39)
- to expand opportunities for staff to undertake scholarly activity and research, and encourage uptake (paragraph 29)
- to embed the College e-learning strategy so that staff and students are confident in the use of learning technologies, and monitor staff and student use of the virtual learning environment (paragraphs 47, 49)
- to seek to develop further the distinctiveness of the higher education student learning experience, including the provision of appropriate learning and social accommodation (paragraph 49)
- to forge stronger links with local and regional employers to inform and enhance the College's higher education portfolio, and particularly the provision of work-based learning opportunities (paragraphs 50, 54)
- to seek early implementation of the planned improvements in procedures for tracking the development and publication of new and updated marketing literature, and the means of ensuring its accuracy and completeness (paragraph 60).

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

75 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.

76 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.

Swindon College action plan relating to the Summative review: May 2009						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<p>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:</p> <ul style="list-style-type: none"> the raised profile and direction of the College's higher education provision, which is clearly articulated within the College Strategic Recovery Plan 2008-2011; it is managed and delivered effectively through a number of dedicated higher education groups and individuals (paragraph 11) 	<p>Review the role of HE Advanced Practitioners to include engagement with external agencies to ensure good practice is informed, established, and monitored across the College via new key performance indicators</p> <p>Appoint suitable staff to posts</p>	<p>September 2009</p>	<p>Director of Learning & Skills (HE) & HE Coordinator</p>	<p>Confirmation of the future roles and responsibilities of HE Advanced Practitioners</p> <p>Key performance indicators established which enable benchmarking of HE quality assurance and takes account of new requirements for Teaching Enhancement</p>	<p>HE Strategy Group</p> <p>HE Development Group</p> <p>Quality and Standards Committee</p>	<p>HE continues to maintain a high profile within the College and is effectively managed and supported.</p>

Swindon College action plan relating to the Summative review: May 2009						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
				& Student Success (TESS)		
	Ensure the roles and responsibilities of the various groups and individuals responsible for HE are clearly communicated to all stakeholders	September 2009	HE Projects Officer	The publication of an HE Management Structure The publication of the various roles and responsibilities of individuals and the terms of reference of the various HE groups	HE Strategy Group HE Development Group Awarding / professional Bodies Students	All key stakeholders are aware of the roles and responsibilities within the College for the management of HE
<ul style="list-style-type: none"> in its management of academic standards, the College has engaged effectively with the Academic Infrastructure, and in particular the Code of practice, and embedded it in its higher education processes and practices (paragraphs 16 to 18) 	The HEDU will publish a 'Guide to the Management of Quality & Standards of Higher Education Programmes' which will provide further	First draft to be introduced at the HE Staff Development Day in July 2009. Final version will be published in September 2009	HE Projects Officer and HE Coordinator	Increased reference to the Academic Infrastructure in published evidence via: <ul style="list-style-type: none"> Annual Monitoring Reports 	Annual Monitoring review panel HE Strategy Group	All HE Staff are aware of the relationship between the Academic Infrastructure and the various processes and practices they engage with.

Swindon College action plan relating to the Summative review: May 2009						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	reinforcement of the Academic Infrastructure in relation to quality assurance processes and practices			<ul style="list-style-type: none"> ● HESG, HEDG, HEDU ● Peer Observations ● Programme Specifications ● Policies and procedures ● Key performance indicators 		
<ul style="list-style-type: none"> ● student opinion being canvassed widely and responded to promptly and positively (paragraphs 24; 41) 	Conduct a quantitative and qualitative analysis of the full range of student surveys currently undertaken with the aim of reducing the overall number (currently up to 18 per year)	December 2009	HE Coordinator, Programme Leaders & students	Achieve an overall reduction in the number of surveys undertaken whilst ensuring that those that remain are efficient and effective in responding to student views.	HE Strategy Group. Quality and Standards Committee. HE Development Group. Students.	Student opinion confirms that their views continue to be canvassed widely and responded to promptly and positively.

Swindon College action plan relating to the Summative review: May 2009						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	Introduce an annual round table discussion with all HE Course Representatives	May 2010	HE Projects officer			
<ul style="list-style-type: none"> a well-designed staff development strategy that maps College and individual professional development and training requirements to the College's eight strategic aims (paragraph 26) 	Undertake a review of the current PDR process to ensure HE priorities are explicit and supported via staff development	September 2009	Staff Development Officer & HR Director	Auditable records of HE staff development activities which will enable benchmarks to be established and monitored	HE Strategy Group HE Development Group	Bi-annual reports confirm that HE staff development and training needs are being met.

Swindon College action plan relating to the Summative review: May 2009						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<p>The team agreed a number of areas where the College should be advised to take action:</p> <ul style="list-style-type: none"> ● to assist employers engaged in supporting work-based learning, by providing documentation which sets out respective college and employer roles and responsibilities, and provides clear guidelines on employer participation in the assessment of students (paragraphs 40; 54) 	<p>To coordinate the production of a publication to employers following consultation with employers and the HE Development Group (linked into the revised AP role)</p>	<p>January 2010</p>	<p>HE Coordinator, HE Advanced Practitioner & HE Projects Officer</p>	<p>Publication completed and circulated to all key employer groups and individuals.</p>	<p>HE Strategy Group, employers, awarding bodies and HE Development Group</p>	<p>Positive employer feedback via mid-year survey and end of year Annual Monitoring Reports</p>

Swindon College action plan relating to the Summative review: May 2009						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> to clarify the data on which published achievement rates are based and undertake further analyses of these key performance indicators, to ensure a better understanding of the underlying retention and completion patterns within its higher education provision (paragraph 59) 	<p>Clarify the data on which published retention and achievement rates are based and establish key performance indicators for monitoring and analysing the retention and successful completion rates of HE students.</p>	September 2009	Academic Registrar, CIS Manager & HE Coordinator	<p>Successful completion rates established and published</p> <p>Retention rates established and published</p>	<p>HE Strategy Group</p> <p>Quality and Standards Committee</p>	<p>Key performance indicators for successful completion and retention established and monitored on a regular basis via exceptions reports</p>

Swindon College action plan relating to the Summative review: May 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<p>The team agreed the following areas where it would be desired to take action:</p> <ul style="list-style-type: none"> to formulate clear terms of reference for the Higher Education Strategy Group and Higher Education Development Group with a view to clarifying respective roles and responsibilities and allowing the former to provide a strategic steer for the College's higher education provision (paragraphs 15; 39) 	<p>Revise current terms of reference to ensure the HE Strategy Group provides a clear strategic steer for the College's higher education provision.</p> <p>Revise current terms of reference of HE Development Group to articulate its relationship with HESG.</p>	<p>September 2009</p>	<p>HE Coordinator and Director of Learning and Skills (HE)</p>	<p>Revised terms of reference approved for HESG and HEDG</p>	<p>Quality and Standards Committee HE Strategy Group</p>	<p>HEDG minutes confirm effective dissemination of good practice. HESG minutes confirm clear focus on strategic direction of HE and that key issues/findings have been reported to them by the HEDG.</p>

Swindon College action plan relating to the Summative review: May 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> to expand opportunities for staff to undertake scholarly activity and research, and encourage uptake (paragraph 29) 	To publish guidance to all HE staff, promoting opportunities and providing support to encourage uptake.	October 2009	HE Coordinator and Staff Development Officer	Guidance published to staff	HE Strategy Group HE Development Group	Increase in uptake of scholarly activity and research opportunities (monitored twice yearly)
<ul style="list-style-type: none"> to embed the College e-learning strategy so that staff and students are confident in the use of learning technologies and to monitor staff and student use of the virtual learning environment (paragraphs 47; 49) 	VLE training to be conducted with all HE Programme Leaders. Advanced Practitioner to produce a list of essential, advisable and desirable content for all HE VLE course pages. HEDG to share good practice in the use of	October 2009 September 2009 February 2010 Staff Development	E-Learning Coordinator ILT Team HE Coordinator HE APs	Publication of 'Good practice guide'	HE Development Group HESG	All HE courses to have VLE presence with increased usage by both students and staff monitored and reported by E-learning Coordinator

Swindon College action plan relating to the Summative review: May 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	the VLE (linked into revised AP role)	Day				
<ul style="list-style-type: none"> to seek to develop further the distinctiveness of the higher education student learning experience, including the provision of appropriate learning and social accommodation (paragraph 49) 	<p>To establish a dedicated HE Centre which would provide a silent study space and social accommodation including access to IT facilities.</p> <p>HE Student-run magazine working in conjunction with the HE Development Unit</p>	<p>February 2011</p> <p>December 2010</p>	<p>Director of Learning & Skills (HE), Estates Manager & HE Coordinator</p> <p>HE Projects Officer HE Coordinator Students</p>	<p>Dedicated space for HE students established</p> <p>Twice-yearly HE student publication disseminated to all HE students and potentially used as a marketing tool.</p>	<p>Students HE Strategy Group HE Development Unit HE Development Group</p>	<p>Students confirm benefits of dedicated HE space</p> <p>Publication confirmed as effective tool for communication</p>

Swindon College action plan relating to the Summative review: May 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> ● forge stronger links with local and regional employers to inform and enhance the College's higher education portfolio and particularly the provision of work-based learning opportunities (paragraphs 50, 54) 	<p>Each programme to establish a working relationship with at least three employers / practitioners which provides enhanced learning opportunities for students</p>	January 2010	Programme Leaders	Each programme has established links with at least three employers/practitioners	HE Development Group HE Strategy Group	Evidence of benefits to employers and students' learning opportunities
<ul style="list-style-type: none"> ● to seek early implementation of the planned improvements in procedures for tracking the development and publication of new and updated marketing literature and the means of ensuring its accuracy and completeness (paragraph 60) 	<p>Implement new approval process for published information Establish clear and realistic timelines</p>	September 2009	Marketing, HE Projects Officer & HE Coordinator	New approval process in place	HE Strategy Group	Significant improvement in the accuracy and completeness of published information as evidenced via bi-annual audits.

The Quality Assurance Agency for Higher Education
Southgate House
Southgate Street
Gloucester
GL1 1UB

Tel 01452 557000
Fax 01452 557070
Email comms@qaa.ac.uk
Web www.qaa.ac.uk

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