



QAA

Integrated quality and enhancement review

Summative review

June 2009

Henley College, Coventry

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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 Henley College, Coventry carried out in June 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 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:

- comprehensive, well-understood and readily available staff development opportunities, that result in substantial amounts of continuing professional development, which underpins the delivery of the provision
- comprehensive annual monitoring processes, including effective action planning, ensure that the higher education provision is subject to continuous improvement and meets the requirements of the awarding bodies
- robust internal verification procedures for moderating assessment, which mean that the assessment process is effective
- robust teaching observation procedures, including the resulting teaching support activity provided by the advanced teaching practitioners, which has a clear focus on needs of the higher education provision and ensuring a high quality of learning and teaching
- provision of specialist resources, such as the Forensic House, to support learning and teaching on the HNC/D Forensic Science
- effective audit procedures and action planning ensure that the virtual learning environment holds a high level of learning resources, which encourage their extensive use by higher education students.

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:

- implement Edexcel guidelines so that chairs of examination boards are independent of the programme team, to ensure the integrity and transparency of assessment decisions
- provide detailed written guidance for both students and employers in order to support placement learning
- ensure that students on the Edexcel franchised provision have access to information in the student handbook regarding the appeals procedures of the partner organisation.

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

- develop comprehensive readily available written guidance specific to higher education, to support the systematic staff implementation of quality assurance procedures and to facilitate the transference of good practice
- ensure that all students have access to consistent and timely availability of information at induction.

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 Henley College, Coventry (the College). The purpose of the review is to provide public information about how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes which the College delivers on behalf of Coventry University, Edexcel, Sheffield Hallam University and Warwick University. The review was carried out by Mr Maldwyn Buckland, Mr Andy Lancaster and Mrs Sandra Middleton (reviewers) and Dr Peter Steer (coordinator).

2 The Summative review team (the team) conducted the review in agreement with the College and in accordance with *The handbook for Integrated Quality and Enhancement Review* (the handbook), published by QAA. Evidence in support of the Summative review included documentation supplied by the College, separate meetings with staff including awarding body representatives, employers and students, the student written submission, QAA review reports and Ofsted reports. In particular, the team drew on the findings and recommendations of the Developmental engagement in assessment. A summary of findings from this Developmental engagement is provided in Section C of this report. The review also considered the College's use of the Academic Infrastructure, developed by QAA on behalf of higher education providers, with reference to the *Code of practice for the assurance of academic quality and standards in higher education (Code of practice)*, subject and award benchmark statements, *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ) and programme specifications.

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

4 Henley College, Coventry is a medium-sized general further education college situated in the north-east of Coventry. Most learners are recruited from Coventry, with much smaller numbers travelling from Warwickshire and other neighbouring counties. Coventry is ranked 64 out of 354 for the highest levels of deprivation in England. The unemployment rate is well over the national average. The College focuses on vocational education and training, offering courses from entry level to Level 5. The proportion of all learners enrolled at the College from minority ethnic heritage is approximately 30 per cent, compared to 17 per cent in the local population. Higher education provision attracts 35 per cent of learners of minority ethnic heritage. Across the College, the curriculum is delivered in 24 programme areas, managed within its three departments of Adult, Social and Continuing Education, Hospitality and Creative Studies, and Leisure and Professional Studies. Higher education courses are offered in programme areas that span all three departments. All higher education provision is delivered on the College's main site, except some sports classes, which are taught by Henley staff at Coventry University. All relevant programme areas deliver further education courses alongside higher education courses within their curriculum specialism.

5 The College works with a small number of awarding bodies for its higher education provision, the main ones being Edexcel and Coventry University. Teacher-training programmes are franchised from the University of Warwick. Additionally, there are a very small number of students who are completing a programme with Sheffield Hallam University, who use the College's facilities to access their awarding body's online computing qualification. The College currently has 105 full-time and 82 part-time HEFCE-funded students.

By comparison, there were 84 full-time and 85 part-time students in 2007-08. The College has introduced a new HNC/D in Health and Social Care, which commenced in February 2008. In addition, the College provides teacher-training qualifications at Levels 4 and 5, providing a further 35 part-time enrolments. The College cooperates with City College, Coventry, in order to minimise any overlap in the higher education provision. The following programmes are offered by the College in conjunction with its higher education partners.

Coventry University

- HNC/HND Forensic Science
- HNC/HND Sport and Exercise Science
- HND Sport, Exercise and Therapy Science

Edexcel

- HNC/HND Business
- HNC/HND Computing
- HNC/HND Health and Social Care
- HNC/HND Manufacturing Engineering

Sheffield Hallam University

- BSc Applied Computing

University of Warwick

- Certificate/Diploma in Teaching in the Lifelong Learning Sector.

Partnership agreements with the awarding bodies

6 The College's main validating partner in 2008-09 is Edexcel, with whom it has worked for over 30 years. Other courses are validated by Coventry University and the University of Warwick, both of whom have a long and close relationship with the College. All the agreements with awarding bodies allow considerable discretion over the nature of assessments, subject to awarding body supervision, and put the main responsibility on the College to provide the resources to support learning, although library access is available at the campuses of the university partners. All the partnership agreements provide clear guidance as to the responsibilities of the partners.

Recent developments in higher education at the College

7 The number of students on higher education courses fell in 2007-08, but is now back to traditional levels and the College's HEFCE target. Over the past few years, there has been a strengthening of the academic structure relating to higher education with the introduction of a Higher Education Strategy Group comprising senior College managers. In 2009-10, in conjunction with Coventry University, the College intends to offer an HNC/D in Criminological Social Sciences. In conjunction with the University of Wolverhampton, it also intends to offer an FD in Accountancy, the College's first such qualification.

Students' contribution to the review, including the written submission

8 Students studying on higher education programmes at the College were invited to present a submission to the Summative review team and did so in March 2009. All higher education tutor groups were asked for their opinions on their experience using a set of structured questions, and time was provided for discussion independent of College staff. The results of these discussions were taken to a formal meeting attended by elected student representatives from all higher education courses, in order to agree a collective view. This meeting was facilitated by two College representatives, one from Student Services and one from the quality team. Two students who had been involved with writing the student written submission, met the team and agreed that it was an accurate representation of their discussions. The team found the student written submission a valuable source of information, which broadly agrees with the views of students met by the team.

B Evaluation of the management of HEFCE-funded higher education

Core theme 1: Academic standards

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

9 The College arrangements with its awarding bodies are clearly based on the relevant partnership agreements. Positive working relationships, facilitating the development of a shared understanding of partner responsibilities relating to the management of standards and quality, have been formed between the College and its awarding bodies. In the cases of the Universities of Coventry and Warwick, strong links based on subject expertise in relevant academic areas relating to course design, development and delivery have led to regular interaction between university link tutors and academic staff. These awarding bodies offer substantial continuing professional development and scholarship opportunities that are extensively taken up by staff.

10 Overall management responsibility for the higher education provision resides with the Vice Principal (Curriculum and Quality Assurance), who has both curricular line management and strategic responsibility across the College, including the development of higher education strategies and action planning. The Vice Principal is supported in the strategic management of higher education by the Director of Curriculum and Quality, who holds the additional role of Higher Education Coordinator, and the Director of Professional and Quality Development. The responsibility for quality assurance and management in curriculum areas lies with heads of department and programme leaders.

11 The supervision of higher education through the committee structure has developed suitably since the Developmental engagement. The Higher Education Strategy Group, comprising senior managers, meets on a monthly basis and is chaired by the Vice Principal for Curriculum and Quality. This group has overall responsibility for the quality assurance of the provision and advises the Senior Management Team and governors regarding the College's responses to higher education issues. The College Higher Education Group composed of staff practitioners and managers involved in the delivery of higher education meets once a term, and is chaired by the Director of Curriculum and Quality Assurance. The main remit of this group is to ensure that any issues and actions arising are taken to

the appropriate management groups for resolution. The team finds that the arrangements for the supervision of higher education are generally effective, although there is no student representation on the committees.

What account is taken of the Academic Infrastructure?

12 The staff met by the team demonstrated awareness and understanding of the Academic Infrastructure. This was confirmed by their engagement with appropriate sections of the *Code of practice*; the FHEQ and the subject benchmarks in consideration of the design, approval and delivery of higher education programmes. Assessment policy pays close attention to the *Code of practice, Section 6: Assessment of students*.

13 Use of the Academic Infrastructure is supported by College and university documentation and regular and comprehensive staff development. Staff confirmed that this activity had helped them to embed the Academic Infrastructure and to update their knowledge on a regular basis. Programme specifications are aligned to the *Code of practice*.

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

14 The College's engagement with awarding bodies' annual monitoring processes ensures that quality and standards are maintained. Each programme team produces an annual self-assessment report. To do this, programme teams draw on a wide range of detailed information including performance data, student feedback and external examiner reports. This academic year, the College has started utilising a model from Coventry University, which provides clearer data on cohort progression.

15 A key strength of the annual monitoring process is the robust model that is used to scrutinise the programme self-assessment reports. Individual draft reports are first agreed with the relevant head of department before consideration by the Higher Education Strategy Group. The College Development Unit receives all higher education self-assessment reports and evaluates them in detail. The Higher Education Group considers the draft reports, along with comments from the Development Unit, and appropriate revisions are made. Issues relating to the assurance of academic standards and quality requiring remedial action are investigated and an appropriate course of action agreed. These actions feed into a College-wide higher education self-assessment report. The report, while being based around the five Key Questions of Ofsted's Common Inspection Framework, is a robust and well-understood quality assurance and improvement tool that leads to measurable improvement in the higher education provision. In addition, actions from the higher education self-assessment report are included in programme area action plans. The College effectively monitors all action plans. The team concludes that this is an area of good practice that results in effective quality assurance and enhancement.

16 As indicated in the Developmental engagement, the College's internal verification procedure works very effectively across all higher education programmes. Assignments are rigorously and effectively checked for compliance with College procedures and module descriptors, with particular reference to coverage of the relevant learning outcomes. Where appropriate, the lecturer and internal verifiers sign off revisions. Staff verify assessments through samples taken systematically, to ensure all student work is evaluated with similar frequency. The College undertakes quality audits of assessment and verification reports throughout the academic year, so ensuring all procedures are fully followed. The team find

that the processes for managing the verification of higher education are comprehensive and effective, and represent good practice. The team did find one incidence of non-compliance highlighted in the 2008 external examiner's report for the HNC/D Manufacturing Engineering programme. College procedures ensured that staff quickly instigated a comprehensive review of assessment verification in the relevant area, resulting in an effective action plan.

17 College committees effectively consider both external examiner reports and the resultant actions. The Principal considers all external examiner reports. The team found a consistent approach to identifying strengths and areas for improvement. Programme teams review external examiner reports, and appropriate responses feed into the annual self-assessment reports.

18 The College manages its examination boards effectively in line with its university partnership agreements. However, on a number of Edexcel programme examination boards, there is no independent membership and the boards are often chaired by the relevant programme manager. The Edexcel representative indicated that marks for individual units have already been decided before the board meets. However, the boards have a number of important tasks. The team concludes that it is advisable for the College to implement clear procedures, using Edexcel guidelines, to ensure that at least one College member independent of the programme area attends and chairs the boards.

19 The team notes that, in the absence of a staff handbook for higher education, quality assurance appropriate documented guidance for the systematic implementation of quality procedures is unavailable to staff, for example on the composition of examination boards. The team considers it desirable that the College develops and disseminates a comprehensive higher education-specific handbook to support staff in undertaking quality assurance procedures, and to disseminate good practice.

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

20 The College has been accredited as an Investor in People since 1996, in recognition of its good practice in supporting and developing its staff. The College has a clear staff development policy outlining key objectives and responsibilities, and a substantial staff development budget. It publishes an annual training and staff development operating plan at the beginning of each academic term, which it monitors closely. Staff are well aware of the opportunities on offer. Higher education staff undertake substantial amounts of staff development and value the chance to update their expertise.

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

Core theme 2: Quality of learning opportunities

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

21 The Senior Management Team oversees resource planning within a management structure, with clear reporting arrangements. Designated managers strategically and operationally manage the quality of learning opportunities. The College Strategic Plan does not differentiate between higher and further education students, referring to the provision of excellent resources for all students. Resource managers hold budgets that are not normally delineated by type of student. They plan the use of their budgets based on College strategic priorities and the requirements of the draft higher education strategy. Staff may request additional resources during the financial year based on identified needs. A number of books have been purchased at the request of students in this way.

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

22 Arrangements for the consideration of higher education are described in paragraphs 9 to 11 above and are relevant to all aspects of the quality of learning opportunities, except those involving resource planning, for which the Senior Management Team has overall responsibility. Suggestions from staff, students and external examiners are considered by programme teams and the higher education committees, who refer decisions on resources to the appropriate budget holders or the Senior Management Team.

What account is taken of the Academic Infrastructure?

23 College policies have ensured that, generally, the Academic Infrastructure has been properly used in the consideration of areas relevant to the quality of learning opportunities. For example, the College's engagement with the *Code of practice, Section 3: Students with disabilities* has been particularly comprehensive. However, support for placement activities under the *Code of practice, Section 9: Work-based and placement learning* is less robust, due to a lack of comprehensive placement guidance for employers or students.

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

24 The College has a comprehensive strategy to support the development of teaching and learning, but it does not directly refer to higher education. It includes a detailed analysis of what the College considers to be good practice in learning and teaching. Other elements ensure that all staff have some qualification for teaching in the lifelong learning sector, as well as specialist or vocational training and updating.

25 There is a robust and effective teaching observation scheme where lecturers, including part-time and sessional staff, are observed and receive detailed feedback on their practice. A summary of strengths and weaknesses for each area is presented to the relevant head of department. Centrally collated student feedback effectively supports the evaluation of learning and teaching and is also used in the annual monitoring process. The College makes good use of advanced practitioners, linked to particular programme areas, who support new tutors and provide annual training sessions for staff generally. More recently, the advanced practitioners have differentiated their observation and training practice to support more closely the specific requirements of higher education teaching. Learning and

teaching is properly supported by the virtual learning environment on all modules. The effective procedures for supporting and enhancing learning and teaching ensure it is of a high quality, and represent good practice.

26 The College has a long history of engagement with employers as part of its vocational education provision. Within the current academic year, the College has formulated an employer engagement strategy drawing upon existing staff contacts. There have been a number of initiatives, including the aim to build current employer relationships into longer-term associations, in order to develop new learning opportunities, some of which will be for higher education students. The College is represented on a range of regional bodies, such as SkillsActive's National Skills Academy. Two pilots are being carried out into the gathering and recording of intelligence from work-based learning visits. Some of these recent initiatives are in the early stages, but have the potential to increase employer involvement in the College provision.

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

27 In 2007, the College achieved a Matrix Excellence Award for the quality of its advice and guidance to students and a Charter Mark for the excellence of its customer service. The student written submission indicates that students are positive about the range of support that they receive from College tutors. Each full-time student is assigned a personal tutor and has two hours of tutorials each week, divided between personal and group sessions. For part-time students, the main subject tutor acts as the personal tutor. Every student has an individual learning plan that is formally reviewed twice a year. College procedures effectively gather student feedback, which is used to modify procedures if necessary.

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

28 A range of staff development opportunities is available to staff, in order to support the quality of learning opportunities, in addition to those identified in paragraph 20. There is a high take-up by staff of opportunities on a comprehensive range of topics including aspects of learning and teaching, the use of the virtual learning environment, student support, the use of information technology and statutory requirements like health and safety. The College's arrangements for staff development represent good practice, effectively underpinning the delivery of the provision.

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?

29 The College uses its internal validation procedures to assure the appropriateness of resources for new programmes. Validated programmes are then monitored through annual monitoring and periodic course review. Outcomes inform the departmental budgetary planning cycle, which is managed by the senior management team. Staff may make requests for additional resources during the academic year and the appropriate budget holder is often able to agree such requests. The learning resources centre seeks and uses feedback through a range of sources, such as the higher education student survey, the Student Council, and focus groups.

30 Students indicate that they have appropriate access to learning materials to support their studies. On some programmes, this includes access to substantial resources provided by all university partners. The learning resources centre has restricted opening hours, but the proximity of partner university libraries and the availability of the College virtual

learning environment ensure that students can study at times that they find appropriate. Students indicate that the learning resources centre can be noisy, which makes studying more difficult. A quiet area is being introduced as a result of these comments. The provision of information technology and teaching facilities supports the programmes.

31 A recent valuable addition to the specialist learning resources has been the conversion of a house on-campus to a crime-scene facility known as the Forensic House for students studying HNC/D Forensic Science. This provides students with the opportunity to enhance their knowledge and skills in a realistic work environment. The provision and use of this facility represents good practice. The College is using the media suite to enhance student skills in forensic photography.

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?

32 The College provides substantial amounts of public information for students, staff and the wider public in both written and printed formats. The College's mission statement appears on both the website and in the prospectus. The annual higher education prospectus is produced in collaboration with City College, Coventry, reflecting the cooperation between the colleges on their higher education provision. The College publishes a charter that sets out College expectations and a number of generic College policies and procedures, which underpin the higher education practice of the College. These include policies regarding verification, accreditation of prior learning, assessment and appeals, plagiarism and teaching and learning.

33 Generally, programme information is the responsibility of the College in line with partnership agreements subject to supervision by the awarding bodies. Input from the awarding bodies is greatest on university-validated programmes. The BSc Applied Computing is a distance-learning programme of Sheffield Hallam University and all the information regarding publicity and course material is supplied directly by the University. The Diploma in Teaching in the Lifelong Learning Sector is delivered by a number of colleges, thus the handbook is produced by the University of Warwick with additional local detail, such as staffing, provided by the College. All programmes have handbooks and programme specifications.

What arrangements does the College have in place to assure the accuracy and completeness of the information the College has responsibility for publishing? How does the College know that these arrangements are effective?

34 The College has effective procedures for the generation and maintenance of public information, which it follows closely. Awarding bodies exercise oversight of this information as outlined in the partnership agreements. The programme information on both the website and in the prospectus is extensive and in a consistent format, and includes general descriptions, module titles, entry requirements and progression opportunities. Programme managers produce this information as part of the initial approval process, and this forms the basis for publicity materials. This is an iterative process, the content being agreed with the programme manager and head of department before final approval. Programmes use

the information in the prospectus to undertake an annual review to consider changes, and this involves awarding bodies where appropriate. The marketing manager initiates this process and the programme manager reviews the text. Coventry University produces a shared prospectus and this is subject to a similar review procedure. The information on admission criteria is not always consistent between prospectus and programme specification. Edexcel sets minimum requirements for publicity, to which the College adheres. The team agrees with students, who comment favourably on the accuracy and usefulness of the information in the prospectus and on the website.

35 The College strategic plan covers its whole provision and is supplemented by a strategy specifically for higher education. The final version of the higher education strategy will be published by January 2010, coinciding with the review of the strategic plan for the whole College. The College has an overall marketing strategy and is developing a specifically higher education version as part of its higher education strategy. It has now begun to produce additional marketing material for individual programmes. At present, only one programme has an example of this type of information. The process for approval is similar to that for other publicity materials. It would be beneficial for the procedures for checking marketing materials, to ensure consistency with the website and prospectus information.

36 All programmes use the virtual learning environment for the dissemination of information. Students use it extensively as it allows them access to clear, useful and detailed information both on and off-campus. The College undertakes an effective annual audit of the virtual learning environment, which ensures through action planning that a high level of content is available for the whole provision. The team finds that this is an area of good practice that ensures the virtual learning environment is always a valuable source of information for all students.

37 Students value the programme handbooks they receive. Staff evaluate the current handbook as part of the annual programme review process. It is the responsibility of the programme manager working with the programme team and, where appropriate, the awarding bodies, to revise and agree this document. The staff development programme has included the detailed consideration of handbooks. This has resulted in the sharing of good practice and the setting of essential requirements for all programme handbooks. Handbooks do demonstrate some variability, but there is a consistency of content when they are seen in combination with other materials on the virtual learning environment and supporting documentation. The handbooks include details of the College appeals procedure. In some franchised Higher National programmes, the handbook fails to refer clearly to awarding body appeals procedures. It is advisable that students on the franchised Edexcel provision have access to information in the student handbook regarding the appeals procedures of the partner organisation.

38 The materials used during induction are fit for purpose. Most students met by the team indicated that the module handbooks they received at induction are helpful and comprehensive. Some students expressed concern about the level of detail in their handbook, for instance on the nature of the assessment tasks. This information was provided later in the year, but students indicate that availability at induction would have been useful. The team considers it desirable that all students receive consistent information in a timely manner during induction. Assessment schedules and criteria were accurate and up to date, although for the Diploma in Teaching in the Lifelong Learning Sector, the assessment criteria were changed by the awarding body in the middle of the academic year. This resulted in some students discovering their work did not align to assessment criteria. They were given the opportunity to resubmit this work.

39 The College provides some information for employers to help them support placements, but the team finds that more guidance would be beneficial. The College supplies some generic advice for students going on placement, with the expectation that this is supplemented by programme-specific information. Provision of this subject-related information has been low. The team considers it advisable that the College provides detailed written guidance, both for students and employers, which aligns with the *Code of practice, Section 9: Work-based and placement learning*.

40 The College information on student finance and funding for full-time higher education students is clear and useful. It is produced in consultation with a regional advisers' practitioners' group, and with regard to national advice from Student Finance England.

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

C Summary of findings from the Developmental engagement in assessment

41 The Developmental engagement in assessment took place in May 2008. It addresses the following lines of enquiry agreed with the College:

- the role of personal tutorials in using the results of assessment, including feedback, to help students achieve the learning outcomes and improve their standard of work
- the clarity and usefulness of information students receive about assessment in order to facilitate achievement of the learning outcomes
- the ability of the College to engage with its students, partners and awarding bodies to bring about improvements to its assessment processes, and enhance the quality of the learning experience.

42 The main themes of the good practice identified during the Developmental engagement were the consistent assessment information provided to students; the robust procedures for the planning of assessment and internal verification; the high quality of the feedback to students; the effective tutorial support; the comprehensive staff development opportunities, which are extensively taken up by staff; the engagement with industrial organisations and employers; the use of effective procedures to check the progress on action plans and to audit periodically the virtual learning environment.

43 The Developmental engagement indicated that it was desirable to ensure that the College always follows its procedures for checking the accuracy of information; that there is always a current contract in place with all awarding bodies; and that greater oversight of the higher education provision is provided by the full implementation of the terms of reference of the Higher Education Quality and Curriculum and Development Group.

D Foundation Degrees

44 The College does not offer any Foundation Degrees at present and future plans are limited to the intended offering of an FD Accountancy, in conjunction with the University of Wolverhampton from 2009-10.

E Conclusions and summary of judgements

45 The Summative review team has identified a number of features of good practice in Henley College, Coventry'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 Coventry University, Edexcel, Sheffield Hallam University and the University of Warwick.

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

- comprehensive, well-understood and readily available staff development opportunities that result in substantial amounts of continuing professional development, which underpins the delivery of the provision (paragraphs 9, 13, 20, 28)
- comprehensive annual monitoring processes including effective action planning, ensuring that the higher education provision is subject to continuous improvement and meeting the requirements of the awarding bodies (paragraphs 14, 15)
- robust internal verification procedures for moderating assessment, which mean that the assessment process is effective (paragraph 16)
- robust teaching observation procedures, including the resulting teaching support activity provided by the advanced teaching practitioners, which has a clear focus on needs of the higher education provision and ensure a high quality of learning and teaching (paragraph 25)
- provision of specialist resources, such as the Forensic House, to support learning and teaching on the HNC/D Forensic Science (paragraph 31)
- effective audit procedures and action planning that ensure that the virtual learning environment holds a high level of learning resources, which encourage their extensive use by higher education students (paragraph 36).

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

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

- to implement Edexcel guidelines so that chairs of examination boards are independent of the programme team, to ensure the integrity and transparency of assessment decisions (paragraph 18)
- to provide detailed written guidance for both students and employers, in order to support placement learning (paragraphs 23, 39)
- to ensure that students on the Edexcel franchised provision have access to information in the student handbook regarding the appeals procedures of the partner organisation (paragraph 37).

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

- to develop comprehensive readily available written guidance specific to higher education, to support the systematic staff implementation of quality assurance procedures and to facilitate the transference of good practice (paragraph 19)
- to ensure that all students have access to consistent and timely availability of information at induction (paragraph 38).

46 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.

47 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.

48 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.

Henley College, Coventry action plan relating to the Summative review: June 2009						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
In the course of the Summative review the team identified the following areas of good practice that are worthy of wider dissemination within the college:						
<ul style="list-style-type: none"> comprehensive, well understood and readily available staff development opportunities that result in substantial amounts of continuing professional development, which underpins the delivery of the provision (paragraphs 9, 13, 20, 28) 	Continue to identify and support HE specific staff development and CPD through college business and professional planning and development processes	Annually as identified in the College Planning, Review and Self-evaluation cycle	Professional and Quality Development Director	HE staff continue to access relevant staff development and CPD opportunities	HE Strategy Group	Staff training and development records
<ul style="list-style-type: none"> comprehensive annual monitoring processes including effective action planning ensure that the higher education provision is subject to continuous improvement and meets 	Annual review as part of whole college HE self-evaluation process	Annually in January	Development Unit	Planning and monitoring processes continue to ensure HE provision is high quality and relevant,	HE Strategy Group	HE Strategy Group January meeting

Henley College, Coventry action plan relating to the Summative review: June 2009						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
the requirements of the awarding bodies (paragraphs 14, 15)				and meets awarding body requirements		
<ul style="list-style-type: none"> robust internal verification procedures for moderating assessment, mean that the assessment process is effective (paragraph 16) 	Annual audit internal verification on all HE programmes	Annually in December	Curriculum and Quality Assurance Director	Audit report identifies compliance	Quality Assurance Committee	Quality Assurance Committee December meeting
<ul style="list-style-type: none"> robust teaching observation procedures, including the resulting teaching support activity provided by the advanced teaching practitioners, which has a clear focus on needs of the higher education provision ensure a high quality of learning and teaching (paragraph 25) 	Provide training for observation team specific to excellent teaching and learning in an HE context and identify this in observation records	Annually in September	Professional and Quality Development Director	Observation records identify examples of good practice in teaching and learning in HE provision	Quality Assurance Committee	Percentage of good and excellent observation grades maintained or improved

Henley College, Coventry action plan relating to the Summative review: June 2009						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> provision of specialist resources such as the Forensic House to support learning and teaching on the HNC/D Forensic Science (paragraph 31) 	<p>Continue to provide opportunities for the capital and revenue needs of HE provision to be specifically considered as part of College budget allocation processes</p>	<p>Annually in accordance with published deadlines</p>	<p>Vice-Principal, Finance, Estates and Information Services</p>	<p>Continued investment in specialist resources to support the development and updating of HE provision</p>	<p>HE Strategy Group</p>	<p>Evaluated in Programme Area and whole-College annual self-evaluation reports</p>
<ul style="list-style-type: none"> effective audit procedures and action planning ensure that the virtual learning environment holds a high level of learning resources which encourage their extensive use by higher education students (paragraph 36). 	<p>Annual audit of WebCT content</p>	<p>Annually in September</p>	<p>ILT Manager</p>	<p>WebCT content is up to date, used and interactive opportunities developed</p>	<p>HE Group</p>	<p>Evaluated in Programme Area and whole-College annual self-evaluation reports</p>

Henley College, Coventry action plan relating to the Summative review: June 2009						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team agreed a number of areas where the College should be advised to take action:						
<ul style="list-style-type: none"> ● implement Edexcel guidelines so that chairs of examination boards are independent of the programme team, to ensure the integrity and transparency of assessment decisions (paragraph 18) 	<p>Produce and disseminate briefing to course teams</p> <p>Include in HE specific quality assurance handbook</p>	<p>Immediately</p> <p>December 2009</p>	Curriculum and Quality Assurance Director	All Exam Boards independently chaired	HE Strategy Group	Minutes of Exam Boards
<ul style="list-style-type: none"> ● provide detailed written guidance for both students and employers in order to support placement learning (paragraphs 23, 39) 	<p>Develop, use and evaluate guidance material for students and employers to maximise effectiveness of placement learning</p>	<p>Develop and pilot 2009/10; full implementation across all relevant programmes 2010/11</p>	HE Group	Included in programme area development plans and self-evaluation Positive feedback from students and employers	HE Strategy Group	Guidance notes Programme area and whole-college SE and action plan

Henley College, Coventry action plan relating to the Summative review: June 2009						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> ensure that students on the Edexcel franchised provision have access to information in the student handbook regarding the appeals procedures of the partner organisation (paragraph 37). 	<p>Work with Coventry University to agree explicit inclusion of the University's appeals procedure in all relevant HNC/D course handbooks</p>	<p>October 2009</p>	<p>Programme Managers/Course Team leaders in Sport and Forensics (and Public Services from 2009)</p>	<p>Explicit reference to partner organisation appeals procedure in student handbooks issued by the College for Edexcel franchised provision</p>	<p>Head of Department - Adult, Social and Continuing Education Head of Department - Leisure and Professional Studies</p>	<p>Audit of course handbook by HE Co-ordinator</p>

Henley College, Coventry action plan relating to the Summative review: June 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"> ● develop comprehensive readily available written guidance specific to higher education, to support the systematisation of staff implementation of quality assurance procedures and to facilitate the transference of good practice (paragraph 19) 	<p>Produce a HE specific Quality Assurance Handbook</p>	<p>December 2009</p>	<p>Development Unit</p>	<p>Handbook in use by all staff</p>	<p>HE Group</p>	<p>Handbook produced</p>

Henley College, Coventry action plan relating to the Summative review: June 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> ensure that all students have access to consistent and timely availability of information at induction (paragraph 38). 	<p>Evaluate and compare content and detail of individual course handbooks. Supplement detail where this is felt to be insufficient eg relating to assessment</p> <p>Consult HE students at initial focus groups and course meetings to evaluate effectiveness of changes</p>	<p>October 2009</p> <p>December 2009</p>	<p>Programme Managers and Course Team Leaders</p>	<p>Appropriately detailed information contained in student handbooks, demonstrating consistency where appropriate</p> <p>Positive feedback from students</p>	<p>HE Group</p>	<p>Agenda item for evaluation at HE Group Spring Term meeting</p>

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