



Integrated quality and enhancement review

Summative review

The Henley College

October 2011

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

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

Outcomes of IQER

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

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

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

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

Executive summary

The Summative review of The Henley College carried out in October 2011

As a result of its investigations, the Summative review team (the team) considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreement, for the standards of the award it offers on behalf of its awarding body. The team also considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership agreement, for the quality of learning opportunities it offers. The team considers that reliance **can** be placed on the accuracy and 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:

- staff development and engagement in scholarly activity is highly effective and has a direct impact on the quality of teaching and learning
- the timeliness and quality of feedback on assessed work provides students with a clear understanding of what they need to do to improve on their performance and enhances future learning.

Recommendations

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

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

- develop the use of the virtual learning environment to support teaching, learning and assessment and facilitate flexible access to learning and the sharing of best practice, for any higher education provision the College decides to offer in the future
- work with any future awarding body partners to ensure effective student access to remote learning resources, including those online and book stock.

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 The Henley College (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 Oxford Brookes University. The review was carried out by Mr Jonathan Baker, Mrs Dorothy McElwee (reviewers) and Mrs Freda Richardson (coordinator).

2 The Summative review team (the team) conducted the review in agreement with the College and in accordance with *The handbook for Integrated quality and enhancement review* (the handbook), published by QAA. Evidence in support of the Summative review included the Oxford Brookes partnership agreement and operations manual, external examiner reports, course committee meeting minutes, the annual programme review report (November 2010), and the periodic review (March 2010). There was no Developmental engagement undertaken at The Henley College and the Summative review was conducted by a desk-based study. The review also considered the College's use of the Academic Infrastructure, developed by QAA on behalf of higher education providers, with reference to the *Code of practice for the assurance of academic quality and standards in higher education (Code of practice)*, subject and award benchmark statements, *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ), and programme specifications.

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

4 The Henley College is a popular and successful recently re-designated sixth form college in the heart of the Thames Valley. It is the only beacon college in Oxfordshire, Berkshire and Buckinghamshire. It has a broad tertiary curriculum, including over 40 GCE A-level subjects, the International Baccalaureate and many vocational courses. In 2011-12 the College enrolled 1,890 full-time and 340 part-time further education students.

5 The College currently has eight students enrolled on the part-time Certificate in Education/Postgraduate Certificate in Education (PGCE) programme. This is a one-year in-service programme offered in collaboration with Oxford Brookes University and three other regional colleges, Milton Keynes College, Swindon College and Newbury College. This is the only HEFCE-funded provision offered by the College and is in its last year of delivery. From September 2012 the College will have no higher education students enrolled.

Partnership agreements with the awarding body

6 Oxford Brookes University:

- Certificate in Education/Postgraduate Certificate in Education (Post-Compulsory Education) (four full-time equivalent students).

Recent developments in higher education at the College

7 The collaboration between Oxford Brookes University and the regional colleges is long established and underwent a successful periodic review in 2004. At that time the PGCE programme was validated at The Henley College to widen the geographical spread, meet

identified demand, and as a response to the closure of a partnership with another college. However, demand for the programme at The Henley College and its feeder colleges, for example the Berkshire College of Agriculture, has declined significantly in recent years as many tutors are now fully qualified when recruited. As a result, the College has decided to withdraw from the partnership and cease offering the programme from September 2012.

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. This was provided as a DVD and was beneficial to the team as it supported information provided in the documentary evidence. The review coordinator met a group of students at the preparatory meeting in September. This included some of the students involved in the DVD, who are also members of staff at the College and had completed the programme the previous academic year. It also included two newly recruited students from one of the feeder colleges. These students were able to comment on the recruitment and admissions processes.

9 As this was a desk-based study the review team did not meet with students during the review. Notes from the meeting with students at the preparatory meeting were used as part of the evidence base and supported comments made by students on the DVD.

B Evaluation of the management of HEFCE-funded higher education

Core theme 1: Academic standards

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

10 The collaborative agreement between the College and Oxford Brookes University details the principal obligations of both parties for the management of higher education provision. It is signed by the University Vice-Chancellor and the College Principal and includes clear information on academic regulations, selection and recruitment, assessment, and monitoring and review processes. The PGCE programme is subject to periodic review for validation at least 18 months before expiry of the agreement. The last review took place on 5 March 2010. The University's detailed operations manual sets out the processes for dealing with day-to-day management of the programme. This includes the roles and responsibilities of college partners for resources, staffing, marketing, recruitment and enrolment, fees and administration, and the role of external examiners.

11 As the College has only one higher education programme with a small cohort of students (typically 10-15 students) it does not have separate management and reporting structures for this provision. The operational running of the programme is carried out by the programme leader who reports to the Director of Human Resources and Professional Development. The Director of Human Resources and Professional Development is a member of the senior leadership team and has close involvement with the provision, attending all teaching team and examination meetings. Quality indicators from the appraisal system, lesson observations and student feedback for all college provision, including the PGCE, are discussed by the senior leadership team and at governor meetings. The College has good communication and reporting lines to senior management levels for its higher education provision.

12 The University oversees the maintenance of academic standards and monitors activities at the College by observing teaching, monitoring assessments, and inspecting records, systems, resources, and materials. The teaching team follows University guidelines and procedures for the management and assessment of the provision. There are regular programme committee meetings (also known as course committees) with the University and other partner colleges that deliver the PGCE. These are chaired by the University-appointed Liaison Manager who deals with any quality issues.

13 The programme leader is responsible for the coordination of the programme and has a pastoral role. In addition to this role, the programme leader has oversight of the teaching programme, liaises with programme leaders at other partner colleges and external examiners, acts as the representative on relevant bodies, and is responsible for programme evaluation.

What account is taken of the Academic Infrastructure?

14 The University Academic Policy and Quality Unit provides advice to partners on quality assurance and standards and on the *Code of practice*. This unit is also responsible for the appointment of external examiners as well as annual and periodic reviews. The College applies its own academic policies to assessment, complaints and appeals, and equality. College policies and procedures are superseded by those of the awarding body where appropriate.

15 The external examiner report for 2010-11 confirms that academic standards are at appropriate levels, and that assessment methods meet national benchmarks as well as the Lifelong Learning UK national professional standards that lead to Qualified Teacher Learning and Skills (QTLS) status. External examiners confirm that the curriculum, methods of assessment, and intended learning outcomes take account of the FHEQ and relevant subject benchmarks. While staff at the College are not fully conversant with all aspects of the Academic Infrastructure, processes and policies for delivery and assessment, as well as the robust and supportive relationship with the University, ensure all aspects of the Academic Infrastructure are taken into consideration as appropriate.

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?

16 The University provides a programme handbook that includes the programme aims and outcomes and the relationship with the teacher qualifications framework. It also gives full details of programme management, roles of programme leaders, mentors and external examiners, and assessment and examination regulations. It outlines the procedures for the operational delivery and management of the programme.

17 The programme leader and teaching team members attend programme committee meetings at the University that cover course management, policies and procedures, quality assurance, and moderation. This ensures the team receive first-hand information and are subsequently able to update other staff and students of developments.

18 Programme evaluation is undertaken once a term; student and staff views are gathered anonymously, collated and presented to the programme committee. Students confirmed that their views are taken into account and gathered via questionnaires from the University and at programme committee meetings. Views and recommendations from the programme committee and from external examiners feed into the annual review

process. This leads to an action plan for the partnership which is reviewed regularly at college teaching team meetings where progress against actions is discussed and recorded.

19 There are regular partnership meetings with the University and other partner colleges to review student progress, consider student views and share best practice. As part of the University's quality assurance procedures, joint lesson observations are undertaken with College staff. External examiners have also been involved in joint observations. Students comment favourably on the delivery of teaching and support for assessment.

20 External examiners confirm that internal moderation is of a high standard and ensures that students are treated equitably and fairly. The College follows the University policy and joint moderation activities are held between the University and the College. The University Liaison Manager facilitates the moderation process in accordance with the University's moderation policy and procedures, inviting programme leaders and staff to cross-moderation events. This ensures standardisation of practice and a common understanding of the provision. Staff consider joint moderation to be a valuable way to share good practice.

21 There are a number of communication channels with the University, including committee and moderation meetings, training sessions, librarian visits, and University speakers. The College staff confirm that the University offers consistent support, which is increased when required. The communication channels are successful in offering valuable opportunities to ensure consistency of practice, to share best practice, and to further develop the partnership arrangements with peers.

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

22 Staff development is well supported by the College. There is a comprehensive training and development policy which outlines the roles and responsibilities of staff and provides guidelines on the staff development application process. It sets out the identification of training needs and the process of implementing staff development to meet the strategic requirements of the College. Training and development needs are identified within the College's Self-Assessment Report, through the observation process, at appraisal, and by student feedback from focus groups and questionnaires. Staff development is encouraged and has included teaching strategies and techniques, mentor training, and information and communications technology skill development. Teaching staff have the opportunity to attend relevant external training and in-house events. Staff development is also available within the partnership; the programme leader attended the University's learning and teaching conference and the Centres for Excellence in Teacher Training (CETT) conference in June 2010. Staff inset days focus on the development of particular themes in the college development plan; at present this is focused on teaching and learning.

23 The effectiveness of staff development is measured by teaching and learning observations and student feedback. The College is engaged in a research project related to teacher training with two CETTs. The research aim is to explore alternative approaches to initial teacher training and continuous professional development. Records of staff development show recent activities and evidence of a range of scholarly activity that has been undertaken. Students and external examiners comment favourably on the high calibre of teaching, and pass rates on the programme are very high. The team considers that staff development and engagement in scholarly activity is highly effective and has a direct impact on the quality of teaching and learning on the programme.

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

Core theme 2: Quality of learning opportunities

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

24 The management structures and reporting lines, explained in paragraphs 11 to 13, relate to the quality of learning opportunities as well as academic standards. The operations manual, programme handbook, the University's quality and standards handbook, and the academic regulations detail the mechanisms used for all aspects of quality assurance.

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

25 As for academic standards, the programme is quality assured using College further education systems and processes, with University processes and procedures superseding these where appropriate.

26 Programme committee meetings are used to ascertain the effectiveness of the College's quality management structure in reviewing student progress. Cohort leaders and student representatives have the opportunity to provide feedback on their experiences and staff confirm whether students are on target for success.

27 External examiner reports are discussed at team meetings with actions agreed within the team. The team saw evidence that the College had acted on external examiner comments, such as the inclusion of a judgement grade for lesson observations of student teachers in addition to the provision of developmental feedback.

What account is taken of the Academic Infrastructure?

28 The systems and processes that take account of the Academic Infrastructure, explained in paragraphs 14 and 15, also apply to the quality of learning opportunities. In addition, the College has a comprehensive set of policies and guidelines that govern the delivery of the curriculum and act as reference points for best practice. These include assessment, curriculum, quality, and equality matters. College policies are reviewed on an annual basis by the authors, and approved by the senior leadership team to ensure they are fit for purpose.

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

29 A range of teaching and assessment methods are employed including observation, action research, reflective practice, reports, presentations, and teaching support visits, which provide valuable learning opportunities. Joint lesson observations between College and University staff, which are conducted at teaching support visits, and between College staff and the external examiner, provide opportunities to ensure standardisation of practice and

feedback to students. Staff consider the observation visits to be a valuable way of sharing good practice and students value the feedback from these.

30 Students confirm the wealth of experience of their teachers and value the fact that teachers bring different points of view that enrich the student learning experience. They commented that teaching and learning is good, they are clear about what is expected of them, and that tutors use a variety of appropriate resources. The introduction of the individual learning plan and the requirement for the trainee to carry out a subject audit with their mentor is a useful benchmarking exercise that focuses each student on specific goals and encourages reflection and independent learning.

31 Success rates are monitored at senior management level and used to evaluate the quality of teaching and learning. The high success rates on the programme (100 per cent for the past three years) confirm the effectiveness of the high quality teaching and learning taking place.

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

32 Students are aware of learning outcomes and assessment procedures and timing, and state that information on assessment criteria and marking are clearly laid out and easy to understand. Both formative and summative assessment processes are good and formative practice assessments are used to set standards.

33 There is clear evidence of extensive, constructive and high quality feedback, both formative and summative, to support the students' learning and development. External examiners' comments and student feedback confirm that feedback to students is detailed and developmental. Feedback to students on written assignments takes a holistic approach and is very thorough, and consistent with feedback provided on lesson observations. This is supported by personal tutorials and delivered in a timely manner, normally at the next session. Some lecturers are also using software which gives verbal feedback on video. Students confirmed that feedback on assessment provides a clear understanding of what they need to do to improve on their performance and enhances future learning.

34 The tutorial system is well developed with the opportunity for learning and development enhanced by detailed oral and written feedback. Students have a minimum of three tutorials per year and a mentor for support as a subject specialism.

35 Student feedback about their experience of the provision is positive and enthusiastic and students confirm that they would recommend the course to others. Student representation at the programme committee creates a forum to hear from other students, provide feedback on the student experience, and identify strengths and areas for development, such as reading lists and the professional development needs of mentors. Students experience some difficulties in attending programme committee meetings due to timing and work commitments. This is addressed by tutors communicating views to the University on the students' behalf and providing feedback to the students on matters raised.

36 In addition to student representation at programme committee level, the student voice is also heard through a number of other mechanisms, including module evaluations and questionnaires administered by the University. Examples of the College responding to student feedback include changes to the programme handbook and the use of larger teaching rooms. The student evaluations in 2010-11 were extremely positive and commented on the level of support provided, the delivery and enthusiasm of the tutors, the resources and range of methods used, and the clarity of assignment structures and deadlines.

37 Entry requirements for students are published in the College part-time brochures and on the website. Students receive an applicant's pack which contains further details of entry requirements and details of course content. Applications go to the Director of Human Resources and Professional Development who processes and interviews all candidates. This process allows candidates' qualifications, prior experience and aptitude to be assessed together with any potential support requirements. The arrangements for entry are in line with the *Code of practice, Section 10: Admissions to higher education*, and meet the precepts set out in the *Code of practice*. Students reported that entry criteria had been explained to them and that they received an information pack with details and contact numbers of staff which they could use to make any further enquiries.

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

38 The processes for the identification and support for staff development are explained in paragraphs 22 and 23. In addition, staff development specific to the higher education provision is identified at teaching team meetings, and programme leader training regularly takes place after programme committee meetings. In 2010-11, 80 per cent of all lessons observed at the College were judged to be good or better and there are clear actions required in the event of an unsatisfactory grade. The higher education provision, which provides initial training for all unqualified staff recruited to the College, is effective in supporting and helping maintain the high quality of teaching and learning generally across the College.

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?

39 Teaching staff have appropriate academic qualifications and experience as required by the University and all are trained observers. The teaching team comprises five members of staff of whom two are dedicated teacher training tutors. The dedicated teacher trainers bring a clear focus to the teaching team as specialists. Three of the teaching team have advanced practitioner status, having achieved high grades on their own teaching observations, and provide in-house staff development on a range of topics. Some of the teaching staff are external examiners at other universities. This brings valuable knowledge and experience to the provision.

40 Staff new to teaching at the College are assigned a mentor. There is a comprehensive handbook for mentees and mentors that sets out the roles and requirements and the support process. Additional responsibilities for the mentor of a new teacher training tutor in 2010-11 included team teaching, undertaking lesson observations and providing feedback to ensure the appropriate quality of delivery.

41 The College has a virtual learning environment and a well stocked library to which teacher training students have access. Computers, laptop trolleys and wi-fi are available in the library and in classrooms used by higher education students. The Director of Human Resources and Professional Development is the budget holder for the teacher training courses and reviews any requirements identified by the teaching team, programme leader or the University, as well as ensuring that the library hold sufficient book stock. The teaching team office holds a copy of each relevant reference book and other material to use in tutorials with students.

42 The student virtual learning environment is accessed via a login password. The main page contains general information and has a section on policies, the library, study skills, equality and diversity, assessment, and appeals. The teacher training area contains useful information on referencing, professional development, and professional standards, and has a link to the University website. There are also resources for teaching, an electronic assessment submission area, and details of assessments that are approaching. In one module, blogs are used to support learning and online submission also takes place. However students commented that they use the virtual learning environment primarily to access resources and contact details. Staff use of the virtual learning environment is mainly as a repository for electronic documents such as schemes of work and lesson plans. The team considers it desirable that, should the College decide to offer higher education provision in the future, it develops the use of the virtual learning environment to further support teaching, learning and assessment to enable more flexible access to learning and the sharing of best practice.

43 Students have access to the University's virtual learning environment and library. External examiners note that some students had difficulty logging on to the University's virtual learning environment. The University Librarian gives a talk on welcome days and visited the College to show students how to access resources remotely. However, some students had difficulty logging on and commented that, although the issue was taken up on their behalf by the tutors, there was no early resolution and in the end they gave up and used local resources. They also commented on the need to go to the University to borrow books and that geographic location can be a difficulty. The team considers it desirable that, should the College decide to offer higher education provision in the future, it works with awarding body partners to ensure effective student access to remote learning resources, including those online and book stock, where appropriate.

44 Website information relating to higher education is easy to access through the part-time course page. Course information for the teacher training programme is comprehensive and provides details on entry requirements, progression, and contact details for further enquiries. The website also gives information on contact details for admissions, faculties, senior management, governors, management information systems, and the personnel department.

The team concludes that it has confidence in the College's management of its responsibilities for the quality of the learning opportunities as required by the awarding body to enable students to achieve the intended learning outcomes.

Core theme 3: Public information

What information is the College responsible for publishing about its HEFCE-funded higher education?

45 The partnership agreement clearly states the College's principal obligations for the provision of information. The College is responsible for ensuring that each student is issued with a current student handbook and is made aware of the relationship with the University. The University Liaison Manager approves proposed promotional material prior to publication. The College charter specifies the documents that should be made available to students to inform them of the policies and procedures prior to joining the College and during their time as a student, and what the College commits to upon their completion of the course.

46 The University programme handbook provides extensive information on programme structure and assessment methodology. Appendices include details on resources, specifications, policies, and general information. There is no separate handbook produced by the College although module guides are available in hard copy. In the past, students have noted some confusion about the programme handbook as, for example, it contains modules at Master's level that are not relevant to them. Students confirmed that the handbook is now fully explained at induction and is helpful to them in their programme of study.

47 The College's part-time brochure outlines general information about the College and its provision. Further information on college policies is available on the website. The website also provides information to stakeholders and potential and existing students on equality, diversity and performance.

**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?**

48 Promotional material specific to the teacher training programme is subject to University approval whilst the marketing of the course is the responsibility of the College. As this is a very small provision, there is little programme-specific marketing information provided by the College, other than that in the part-time brochure and on the College website. Students confirmed that all information provided to them, both before commencing the programme and during their studies, was clear and helpful. They stated that the programme handbook is available in hard copy and electronically and that it provides all the information they require.

49 The Director of Human Resources and Professional Development, who is a member of the senior leadership team, is responsible for the accuracy and completeness of all information relating to the higher education provision at the College. University templates and other relevant information are provided annually by the University Liaison Manager and sent to the Director for adaptation and use by the College. The Director prepares, checks and monitors all documents and marketing material at the College prior to publication. This includes information published on the College website. Processes for ensuring the accuracy and completeness of public information are sound and effective.

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

50 As the total number of full-time equivalent students funded by HEFCE at the College is less than 100, in accordance with the published review method, the College elected not to take part in a Developmental engagement.

D Foundation Degrees

51 There is no Foundation Degree provision at the College.

E Conclusions and summary of judgements

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

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

- staff development and engagement in scholarly activity is highly effective and has a direct impact on the quality of teaching and learning (paragraphs 22, 23 and 38)
- the timeliness and quality of feedback on assessed work provides students with a clear understanding of what they need to do to improve on their performance and enhances future learning (paragraph 33).

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

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

- develop the use of the virtual learning environment to support teaching, learning and assessment and facilitate flexible access to learning and the sharing of best practice, for any higher education provision the College decides to offer in the future (paragraph 42)
- work with any future awarding body partners to ensure effective student access to remote learning resources, including those online and book stock (paragraph 43).

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

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

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

The Henley College action plan relating to the Summative review: October 2011

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"> staff development and engagement in scholarly activity is highly effective and has a direct impact on the quality of teaching and learning (paragraphs 22, 23 and 38) 	<p>The teaching team will provide a report on best practice for dissemination and discussion at an Operational Meeting in April/May 2012. (Membership: Senior Leadership Team, Heads of Faculty and the Head of Training). Action points from the discussion will be noted and taken to programme area meetings for implementation</p>	<p>April-May 2012</p>	<p>Course Manager, Course Leader, Course Team</p> <p>Heads of Faculty Programme Leaders</p>	<p>As an outcome of the report being discussed at the Operational Meeting, responses from the meeting membership will be noted and actions taken forward to Programme Leaders and their staff.</p> <p>For example, the Course Leader would propose that at least two members of staff from each programme area will carry out action research projects in 2012-2013 as an action</p>	<p>Quality Manager</p> <p>Assistant Principal (Curriculum & Quality)</p>	<p>As part of the College's annual review processes and procedures:</p> <ul style="list-style-type: none"> The College self-assessment review and Programme Area Reviews The Staff Training and Development Review and Report The Professional Research Projects Report

				emanating from discussions about PGCE best practice. This action is well supported as the College already has in place a Professional Research Project Scheme		
<ul style="list-style-type: none"> the timeliness and quality of feedback on assessed work provides students with a clear understanding of what they need to do to improve on their performance and enhances future learning (paragraph 33) 	<p>The teaching team will provide a report on best practice regarding the feedback on best practice in place with PGCE students, for dissemination and discussion at an Operational Meeting in April/May of 2012. (Membership: Senior Leadership Team, Heads of Faculty and the Head of Training). Action points from the discussion will be noted and taken to programme area meetings for implementation.</p>	April-May 2012	Course Manager, Course Leader, Course Team	<p>As an outcome of the report being discussed at the Operational Meeting, responses from the meeting membership will be noted and actions taken forward to Programme Leaders and their staff. For example, an action arising from discussions would be Programme Leaders arranging a meeting with the PGCE Teaching Team and programme area staff to help implement best practice</p>	<p>Programme Leaders Quality Manager</p>	<ul style="list-style-type: none"> The College self-assessment review and Programme Area Reviews Staff evaluation Student evaluations Student focus groups

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team considers that it is desirable for the College to:						
<ul style="list-style-type: none"> develop the use of the virtual learning environment to support teaching, learning and assessment and facilitate flexible access to learning and the sharing of best practice for any higher education provision the College decides to offer in the future (paragraph 42) 	<p>The Information Learning Technology Champion will progress this objective. The Information Learning Technology Champion will prepare a report detailing progress made, best practice and recommendations for the future</p>	To be completed by July 2012	Information Learning Technology Champion	<p>Increased use of the virtual learning environment</p> <p>Improved quality and variety of information and materials as noted by staff and students</p>	Assistant Principal (Curriculum & Quality)	<p>To be reviewed as part of the annual self-assessment process.</p> <p>To monitor students' use of the College virtual learning environment via student evaluation forms; feedback information and references within student work</p>
<ul style="list-style-type: none"> work with any future awarding body partners to ensure effective student access to remote learning resources, including those online and book stock (paragraph 43) 	<p>To be communicated to future awarding body partners through the Course Leader and the Information Learning Technology Champion</p> <p>To ensure that Partnership Agreements state access arrangements</p>	As required	<p>Course Leader and Information Learning Technology Champion</p> <p>Parties to the Partnership Agreement</p>	<p>Increased use of remote learning resources during the delivery of the higher education course and completion of assignments</p> <p>To improve the students' ease of access to remote learning resources,</p>	Course Leader and the Manager in charge of the higher education provision	To monitor the students' use and ease of access via student evaluation forms; feedback information and references within student work

				including those online and book stock		
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