QAA

Integrated quality and enhancement review

Summative review

March 2009

Nelson and Colne College

SR20/2009

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 Nelson and Colne College carried out in March 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:

- the incorporation of key actions and recommendations from the higher education annual programme reports into the Quality Improvement Plan, to provide senior management with the information needed to oversee the management of quality and standards effectively

- the regular internal inspections, which include an analysis of retention, achievement and success statistics against national benchmarks, as well as the evaluation of leadership and management, and the fairness and reliability of assessment

- the good practice guides and clear information for staff and students, which provide clarity of assessment criteria and standards and support for both staff and students, in accordance with the *Code of practice for the assurance of academic quality and standards in education*

- the guidance provided to the Foundation Degree (FD) Teaching and Learning Support mentors through the provision of handbooks produced by the College, and the training offered by the University of Huddersfield to new mentors, providing valuable points of reference for mentors

- high priority being given to the Learner Voice at the College and the effective mechanisms to ensure the inclusion of higher education learners in canvassing student opinion

- priority being given to initial and continuing professional development for staff by the College. This approach provides opportunities to maintain and/or enhance the quality of learning opportunities

- higher education handbooks that are clear and consistent.

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:

- put in place staff development to ensure that all teaching staff on higher education programmes are conversant with the content of the Academic Infrastructure.

This would ensure a consistency of understanding of assessment requirements and levels of achievement including the correct use of higher education level descriptors, an issue commented on by a number of external examiners.

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

- set up a board of study or similar body, in order to support the management of any future growth of higher education provision and the sharing of best practice across programme areas

- formalise the meetings with workplace mentors, in order to provide clear channels for employer engagement and feedback on work-related standards and support

- ensure that those staff within the College with involvement in, and/or responsibility for, the higher education provision are made more aware of the more detailed aspects of the Academic Infrastructure in respect of its relevance to the quality of learning opportunities, rather than to rely exclusively on the partner higher education institutions providing their own interpretations

- continually review and update its library provision in the light of the demands placed on it by current higher education programmes, as well as possible future programmes

- introduce a virtual learning environment as soon as possible for FD students

- develop course descriptors for all higher education programmes detailing key aims and objectives, as well as progression routes and employment opportunities, to increase clarity of information.

A Introduction and context

1   This report presents the findings of the Summative review of higher education funded by the Higher Education Funding Council for England (HEFCE) conducted at Nelson and Colne 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 that the College delivers on behalf of the University of Huddersfield and Lancaster University. The review was carried out by Mrs Mandy Hobart and Mr Malcolm McBain, reviewers and Mr Alan Nisbett, coordinator.

2   The Summative review team (the team) conducted the review through a desk-based study 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 and awarding bodies, and reports from inspections by Ofsted. The coordinator met with staff, students, and representatives from the partner institutions at a preparatory meeting. 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. As the total 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.

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 programme delivered at the College.

4   Nelson and Colne College is a tertiary College for 14 to 19 year-olds and adults of all ages. From January 2009, the College has been based primarily on one site in Nelson. Students at the College are drawn principally from the Pendle district, but also from Burnley, East Lancashire and a small number from Yorkshire. The College offers academic and vocational provision in 11 of the 14 areas of learning defined by the Learning and Skills Council. The curricular offer has been extended and ranges from pre-foundation courses to a small number of higher education qualification courses.

5   At the time of the review there were around 1,680 students aged 16 to 18 enrolled at the College and 646 full-time equivalent students aged over 19 of whom 48 (19 full-time equivalents) were on higher education programmes. The following higher education programmes are offered at the College:

The University of Huddersfield

●   In-Service Certificate and Professional Graduate Certificate in Education (PCET)

Lancaster University

●   FD in Teaching and Learning Support (Primary).

Partnership agreements with the awarding bodies

6   The College has formal partnership agreements with Lancaster and Huddersfield Universities and these documents clearly define the College's responsibilities for higher education provision. According to the self-evaluation, the Universities are responsible for programme design and Academic Infrastructure; validation; acceptance of applications; ensuring common standards ; moderation; final assessment and award; regular meetings to monitor quality; the process of annual evaluation and continual improvement of academic outcomes. The College is responsible for programme implementation; recruitment; assessment and internal moderation; quality of teaching and learning; application of the universities' standards; regular internal monitoring of quality; complying with the Universities' requirements for annual evaluation and review.

Recent developments in higher education at the College

7   The most recent development of higher education in the College is the newly validated Foundation Degree in Teaching and Learning (through Blackburn College). The College is also validated (again by Lancaster through Blackburn College) to run a HNC/D in Multimedia and Computing but has not yet been able to recruit to this programme. The College's involvement in delivering higher education is to be re-evaluated by the College's senior management team and the Board of Corporation, as part of a review of its mission and strategic direction.

Students' contribution to the review, including the written submission

8   Students studying on higher education programmes at the College did not present a submission to the Summative review team, but the coordinator met with a representative group of students at the preparatory meeting and recorded their comments on their education. These notes provided evidence for 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   Effective committee and management structures are in place, to enable the College to manage the standards of its higher education provision on behalf of its higher education partners. As part of these structures, the College has a clear quality assurance strategy that is applied to higher education provision, as well as further education programmes. The College fulfils the expectations set out in its partnership agreements, and discussed in paragraph 6 above, in regard to managing and delivering standards, and encompasses the procedures of both universities in its own processes. The College integrates the higher education programmes into its quality cycle effectively. The College's responsibilities for the management and quality assurance of higher education programmes are clearly set out in the partnership agreement with the University of Lancaster for the FD in Teaching and Learning Support, and in a Memorandum of Collaboration with Huddersfield University's Distributed Centre for Excellence in Teacher Training for the PCET.

10   Senior management within the College have clearly articulated responsibilities for ensuring compliance with the partnership arrangements, including the management of student recruitment and the achievement of appropriate standards. The partnership arrangements acknowledge that the ultimate responsibility for the awards lies with the universities who delegate responsibility for programme delivery and management but assure the standards of student work.

11   Responsibility for higher education provision is clearly delineated within the organisation and structure of the College. Strategic responsibility lies with the Director of Curriculum - Employer and Skills, a member of the senior management team. Operational responsibility for management of higher education programmes is delegated to the Head of Studies 19+/Higher Education Coordinator to whom the programme leaders report. Programme leaders carry out programme management and evaluation is undertaken by the programme leaders through regular and minuted team meetings. The Higher Education Coordinator and team leaders also attend programme meetings at the validating university, and ensure annual programme evaluation reports are completed with action plans for taking forward improvements. Action plans include feedback from external examiners and students and provide clear evidence of the sound management of standards. In the case of the PCET, a Head of Centre has been appointed in accordance with the University of Huddersfield requirements. This person is responsible for liaising with the Designated Academic Liaison Officer, for the production of annual reports and attendance at meetings. The Head of Centre is responsible for ensuring compliance with the University's requirements for the teaching, learning and assessment of the programme and for quality management. The team considered that the incorporation of key actions and recommendations from the higher education annual programme reports into the Quality Improvement Plan as part of the College self-assessment report, is good practice. Through this process, senior managers receive the information they need to oversee the management of quality and standards effectively.

12   The management of standards by the College is further underpinned by the regular team meetings chaired by the programme team leaders responsible for writing the annual evaluation reports. The College is well represented at University committee and programme team meetings, ensuring effective communication of key messages to support standards. The internal inspection process includes the observation of higher education teaching. This process is effective and it ensures that higher education receives the same level of scrutiny as other College programmes. Currently there is no discrete overview report of the College's higher education provision. Higher education programme review reports inform the College self-assessment report, and higher education provision is included in the College Strategic Plan. The Strategic Plan makes reference to the possible further development of higher education. The College has indicated that this is under review by the Board of the Corporation, as part of a review of its mission and strategic direction. As yet there is no board of study, or its equivalent, for higher education. The team considered that it would be desirable for the College to establish a mechanism to support the management of any future growth of higher education provision and the sharing of best practice across programme areas. Such a body would be able to take forward generic quality themes and provide a forum for higher education interests within the College.

What account is taken of the Academic Infrastructure?

13 The programmes are written and validated by the partner universities in accordance with the *Code of practice for the assurance of academic quality and standards in higher education (Code of practice)* and other requirements of the Academic Infrastructure, and reflect the appropriate subject benchmark statements. Programme specifications and handbooks for awards clearly reflect the level descriptors for *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ), and grade descriptors on the FD in Teaching and Learning Support also reference achievement outcomes for levels 4 and 5 of the FHEQ. Handbooks for students and staff set out clear information on programme aims and objectives, as well as the individual learning outcomes, and include grading criteria that students have indicated they find useful. The standards of awards are monitored by the College Quality Standards Committee, while reference to the Academic Infrastructure is monitored by University programme committees. Staff are provided with copies of all relevant University documentation and have access to training, which includes aspects of the Academic Infrastructure and its guidance. In the case of the Foundation Degree in Teaching and Learning Support, the College has worked closely with Blackburn College to monitor programme quality, including taking part in joint moderation events that support staff in building their understanding of requirements. While academic content and standards are set and monitored by the validating universities, the team advises the senior management team to put in place staff development, to ensure that all teaching staff on higher education programmes are conversant with the expectations of the Academic Infrastructure. This would ensure a consistency of understanding of assessment requirements and levels of achievement, including the correct use of higher education level descriptors, an issue commented on by an external examiner.

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 fulfils its obligation for ensuring standards in a number of effective ways. For example, good use is made of external examiner feedback and by the monitoring of subsequent actions in response to recommendations for improvement, overseen by the Higher Education Coordinator. External examiners are appointed by the University of Lancaster for the FD in Teaching and Learning Support and by the University of Huddersfield for the PCET provision. External moderation events are held annually to assure the marking of assessments and standards. External examiner reports are passed from senior managers to the Higher Education Coordinator and the programme team leaders and action plans are developed, which clearly reflect the external examiner's comments. Teams have responded positively to external examiner feedback. For example, the standard of marks awarded within the FD in Teaching and Learning Support was judged to be slightly below average in comparison with other programmes. They addressed this through regular internal and external standardisation meetings. The application of grading judgements is supported through mandatory training for all new tutors, and staff attendance at the annual moderation events.

15 The College has robust mechanisms for the quality assurance of all programmes through a twice-yearly self-assessment - an aspect commented on very favourably in the June 2008 Ofsted Report. To ensure rigour, objectivity and comparability of standards across all curricular areas and types of provision, the College carries out regular internal inspections that include the observation and grading of teaching, analysis of retention, achievement and success statistics against national benchmarks, as well as the evaluation of

leadership and management, the integrity of assessment and support for learners. The team regarded this as good practice. The outcomes of internal inspection are subject to validation by the College Quality Validation Committee and inform business and strategic planning. The team considers that the maintenance of academic standards is effectively supported by the system of internal inspection. The College has sound mechanisms for the collection of student feedback, which is undertaken through use of College-wide questionnaires, student forums and focus group meetings, with the student voice being reflected in team meetings, and informing self-assessment and strategic planning.

16 The College has a clear assessment policy, reflected in the marking and moderation booklets for staff and students for the FD in Teaching and Learning Support, and in the College good practice guides that apply to all provision. The monitoring of standards and student achievement is formally undertaken through annual programme reviews and scrutiny by external examiners. Teams compile and use action plans effectively to ensure quality issues are addressed. The good practice guides and clear information provided for staff and students are good practice in providing clarity of assessment criteria and standards and support for both staff and students in accordance with the *Code of practice.*

17 In the case of the PCET programme, the University of Huddersfield provides clear guidance and forms for use by programme teams to ensure that information covers all aspects of the programme consistently. The designated academic liaison officer provides additional support and guidance to programme teams on the external moderation and course management, as well as following up on key identified areas for development. Reports to both universities reflect consideration of internal and external scrutiny and provide clear evidence of consideration of standards and quality. The views of workplace mentors at present are sought informally, although formal meetings are to be introduced. The team recommends that it would be desirable for such meetings to be formalised as soon as possible, to provide clear channels for employer engagement and feedback on work-related standards and support.

18 Staff delivering the Foundation Degree are supported by teaching support mentors who are provided with handbooks by the College, and by training offered by the University of Huddersfield. The handbooks provide valuable points of reference for mentors, and complement student and staff course handbooks and guidance on the grading of work. Tutor visits to schools further support both mentors and learners in meeting the course requirements and in building understanding of the assessment criteria and standards in the workplace. The use by the programme teams of subject benchmark statements as a point of comparison, and a means of stimulating reflection on learning outcomes and delivery strategies, promotes constructive evaluation and further assures standards. The team considers that the handbooks provided by the College and the training offered by the University of Huddersfield support academic standards and demonstrate good practice.

19 A summer school is a mandatory requirement for the PCET programme and offers students the opportunity to work as part of a subject specialist group. The summer school has been judged as adding value by students, the programme team and the Chief Moderator. As a group, the students commented on the relevance of sharing experiences with others, and the value of opportunities to gather additional resources and network with new contacts.

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

20   The College Professional Development and Quality Improvement Strategy is well defined, and applies to all full and part-time staff. The College sets strategic targets for all key areas of its work and the training needs required to ensure achievement of the targets. Professional development needs are identified in a number of different ways, including through individual staff reviews, lesson observations and the annual staff survey, as well as through the divisional planning process. Staff involved in higher education programmes are able to identify training requirements linked to their teaching roles and to their academic and practice development needs. All training requirements identified are incorporated into the College training-needs analysis, and monitored by the Professional Development Manager. Recent College-wide activities have included training of subject learning coaches and the introduction of information and communication technology champions, supporting development of broad understanding across the College of new teaching and learner support methods, and resources. College-wide staff development days encourage staff to share external training and good practice, as well as satisfying more generic training needs. Recently this has included good practice in the use of interactive whiteboards and increased use of e-learning and the College virtual learning environment. Staff and students on the PCET programme use this system extensively, and students view it as a valuable resource.

21   The College's arrangements have effectively supported the higher education programme teams in developing the skills and understanding required to achieve and maintain academic standards. Higher education has been a key focus in 2007-08 in the College. The aim of this focus is to ensure that students are informed by up-to-date knowledge of new developments in their subjects. Through developing the skills of teaching staff, the College has sought to promote professionalism and best practice, which can be widely shared across the whole of the teaching provision. In addition to the College staff development programme, staff teaching on higher education programmes are able to access training and development opportunities offered by the partner universities.

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.

B   Evaluation of the management of HEFCE-funded higher education

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?

22   The quality of higher education provision is managed effectively, providing opportunities for reflections on the quality of learning opportunities afforded by the programmes to be reported to College management and its partner higher education institutions. While the College has delegated responsibility for programme delivery and management, the quality of learning opportunities is effectively assured by the partner higher education institutions.

23 The College has a clear quality assurance strategy which is applied to the College's higher and further education provision. The bi-annual self-assessment reports are used as a basis for curriculum area reports and the overall College report is scrutinised by governors. Teaching staff are consulted about decisions on the strengths and weaknesses of the relevant programme, and actions for improvement are agreed by team members. Curricular staff evaluate the quality of the provision, together with those aspects of leadership and management that affect delivery of the curricula. The College fulfils the requirements of its partner higher education institutions' quality standards and procedures, and effectively integrates the higher education programmes into its quality cycle.

24 Operational management and evaluation of the programmes is clearly articulated and undertaken by the programme leaders, who hold regular, minuted, team meetings to review retention and achievement, issues around the delivery of learning opportunities and concerns raised by students or staff, and to monitor action plans. The staff also contribute to the completion of annual programme evaluation reports and represent the College at meetings convened by the validating higher education institutions as required.

25 The College operates a rigorous process of regular internal inspections which promotes continuous improvement of its programmes and their delivery through high-quality learning opportunities. The team considers this process to be good practice. Detailed consideration of teaching and learning is effectively addressed by formal observations and the benchmarked analyses of retention, achievement and success rates. The cross-College Student Survey indicated 95 per cent agreement that teaching was good and the commentary from student representatives on Teaching and Learning is consistently complimentary.

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

26 The Collaboration Agreements with the partner higher education institutions clearly define the expectations for the quality of learning opportunities. The programme teams hold regular meetings and programme team leaders are responsible for writing the annual evaluation reports in line with the university requirements. The College is represented at University Committee and Programme Team meetings and feedback is then passed to the teaching teams through scheduled meetings. The internal inspection regime includes observation of higher education provision, and audits are determined by the Director of Curriculum and Quality and the Quality Improvement Manager, approved by the Quality and Standards Committee.

What account is taken of the Academic Infrastructure?

27 As stated above, the programmes are written and validated by the partner universities in accordance with the *Code of practice* and requirements of the Academic Infrastructure, and reflect the appropriate subject benchmark statements. Learning outcomes for awards reflect the level descriptors for the FHEQ. The quality of learning opportunities and compliance with the Academic Infrastructure is monitored by the College Quality Standards Committee and University programme committees.

28 The partnership with the higher education institutions ensures that the expectations of the Academic Infrastructure are embedded in procedures for approving and monitoring the delivery of learning opportunities. Validation documents and course handbooks make reference to key aspects of the Academic infrastructure. The respective higher education

institutions with whom the College work have written the courses and then validated the College's delivery plan and implementation. The continued processes of moderation throughout the year ensure that provision which effectively continues to meet the expectations of the FHEQ, the *Foundation Degree qualification benchmark* (where applicable), the *Code of practice*, subject benchmark statements and programme specifications. Staff are provided with copies of all relevant University documentation and access to training about the Academic Infrastructure and its content. However, the team recommends it to be desirable that those staff within the College with involvement in, and/or responsibility for, the higher education provision need to be made more aware of the more detailed aspects of the Academic Infrastructure in respect of its relevance to the quality of learning opportunities, rather than to rely exclusively on the partner higher education institutions providing their own interpretations.

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

29   The College operates a process of robust quality checks of its programmes both through the University of Huddersfield designated academic liaison officers, the College Annual Evaluation of Pathways and the Centre Meetings. The quality of teaching and learning is monitored through a rigorous peer observation and assessment procedure which operates for all teaching staff and grades their teaching performance. All feedback from such processes, whether internal or external, is fed back to course teams via the Centre Manager. The staff delivering higher education programmes are well qualified and vocationally experienced. All newly appointed staff undergo induction and have a mentor appointed to them.

30   The College uses student surveys and forums to canvass perceptions and, in general, they recorded high levels of satisfaction with most aspects of teaching and learning. Students are able to articulate the challenge and progression to independent learning. There was good evidence from the meeting held with students that staff had received and acted upon student feedback in a timely fashion to improve the quality of teaching and learning.

31   The overall responsibility for the quality of the student learning experience lies with the Quality Unit of the College and the Teaching and Learning Strategic Group. The College provides a consistent, coherent and student-centred approach to teaching and learning for all of its students, including those on higher education programmes. Internal quality assurance and improvement mechanisms include lesson observations, collection of learner feedback, sharing of good practice, the appointment of Information and Learning Technology champions and a commitment to investment in continuing professional development. Differentiated booklets on assessment, mentoring and study skills have been produced for higher education learners. Students reported favourably on the variety of teaching methods employed, including interactive group work, and available resources that they are able to apply to their own teaching. The College recognises that employer involvement in curriculum development and assessment is important and FD students acknowledged the relevance of work-based elements, those practical tasks linked to written assignments, criteria and outcomes.

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

32   The College has effective procedures for the admission of students. Initial assessment of student needs is part of the College's well-established recruitment and selection process for both programmes. There is a formal assessment of literacy and numeracy, while

self- assessment forms the basis to identify competence in computing skills. Where difficulties are identified, discussions with individuals lead to development of individualised learning plans. The College assures that a good process of self-profiling with action-planning is an integral part of the personal development plan for Huddersfield University students.

33 The College actively promotes equality and diversity. For students with learning difficulties coming under the general heading of disability, individual assessment takes place at the time of disclosure. Students are assisted in making links with the disability support services at the relevant higher education institutions which then makes full assessment. The College uses the services of Blackburn College's disability officer.

34 Students are effectively supported by work-based mentors. Mentors are usually the teachers with whom students work within schools. The head teacher completes a form confirming that a mentor will be allocated. There is an annual half-day training event for mentors; each mentor is given a training pack and is visited by College staff at least once each year. The FD Programme Leader visits each student and mentor in the workplace at least once each year and feedback from mentors and head teachers has been positive. Some students expressed concern about the quality of the work-based mentor support. However, the team has evidence that this is to be addressed by the College through improved communications and regular visits. The report of the January 2009 Student Forum states that students believe the work-based mentors are very well supported and that Programme Leader visits to schools provide a good opportunity to discuss issues about the course and students progress.

35 The quality of student support is evaluated appropriately and effectively in each curriculum area as part of the College's thorough internal inspection process. The focus of this activity is on impartial advice and guidance, induction, assessment and provision of learning support, tutorial arrangements, progression opportunities, personal support and resources that directly impact on the learner. The evidence is gathered through interviews with appropriate staff, inspection of evidence files, observation of tutorials, review of tutorial documentation and focus groups with students.

36 The Learner Voice is given high priority at the College and as such represents good practice. There are effective mechanisms to ensure inclusion of learners. There is positive student feedback and students felt that their opinions were valued and responded to. Feedback specifically from higher education students is collected through their student representative and focus groups. There is an effective process through which students are asked to evaluate modules and the course overall at different stages. Action plans are then derived from these evaluations. The student survey is a College-wide survey that is not specifically aimed at any particular student group. However, student survey analyses do not specifically address higher education students.

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

37 As part of the College's Professional Development and Quality Improvement policy and the requirements of the Institute for Learning, all teaching staff are required to undertake continuing professional development during an academic year. All staff receive a staff review and any training needs for that academic year are identified. Teaching staff are observed and any training needs that result from this are also identified. In addition, all staff complete an annual staff survey; this also identifies any specific training needs. The College draws up a training-needs analysis profile against which planning and delivery is monitored by the Professional Development Manager.

38   Higher education was a major focus in 2007-08, with the College seeking to ensure students are informed by contemporary knowledge of new developments. In addition to the College staff development programme, staff delivering higher education programmes are able to access training and development opportunities offered by the partner universities. Staff have continued to apprise themselves of new developments in the sector, for example, by attending training on challenging behaviour, the learning journey and work with level 1 staff. Specific wider training has also included focusing on the development and integration of information technology. Initial and continuing professional development is considered a priority by the College and is judged to be an area of good practice by the team. The approach provides opportunities to maintain and/or enhance the quality of learning opportunities.

39   There is a thorough appraisal system, informed by the peer observation scheme and a range of development opportunities offered to higher education staff. This process, together with the development plan agreed as part of the observation process, informs the development activities relating to the delivery of higher education provision. This information is forwarded to both departmental heads and the Continuing Professional Development Manager for action and monitoring.

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?

40   Students reported that the learning resource centre provides a reasonable range of books, journals and e-journals. All education materials can be accessed through the online catalogues and an updated stock list of resources is sent to the section on a regular basis for use by the students. However, students expressed concern about the limited amount of available core texts and the demand by other programmes for such texts. Access to texts can therefore be difficult at times necessitating sharing of personal texts. Students acknowledged that many books have been purchased since their course began, but they would like the learning resource centre to continue to increase the range of resources. The team concurs with this and considers it to be desirable for the College to continually review and update its library provision in the light of the demands placed on it by current higher education programmes, as well as possible future courses.

41   The self-evaluation states that there are 50 computers across the two areas, comprising the learning resource centre offering access to the internet and intranet. All machines have headphones plus CD and/or DVD writers. Higher education students also have access to the learning facilities of the partner universities. Although the College student survey indicated dissatisfaction with available computers, higher education students have access to a computer suite in the learning resource centre for research tasks. The physical resources, therefore, are satisfactory for the higher education programmes offered. The PCET students are provided with University of Huddersfield login and access to library and online resources. The students stated that University of Huddersfield provides an abundance of information directly to them.

42   The PCET students are significant users of the an open-source virtual learning environment. All slides, notes, assignments, and other materials to support their programme can be accessed from within the College and off-site. It is one of the College's strategic targets to ensure that all curriculum areas are fully represented on the College virtual learning environment by June 2009. While there has been some progress in 2007-08, there are no quantifiable measurements as yet. The team recognises the benefits of such a target and believes that this is reflected in the popularity of the virtual learning

environment with the students. Currently the FD students cannot use the virtual learning environment, but expect the software to be introduced later in the course. The team considered that in the interests of equity as well as the promotion of effective delivery of learning opportunities, it would be desirable for the virtual learning environment to be introduced as soon as possible for the FD students.

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?

43 Public information on higher education programmes offered by the College is available through the College website and in the adult prospectus. The website offers more detailed information about programme aims and content for the HNC/D in Internet and Multimedia Computing, with the leaflet providing coherent and clear information closely linked to the programme specification. However, the website does not offer the same level of information on the FD in Teaching and Learning Support or the PCET programme, and the prospectus contains only the briefest of information. The prospectus contains only limited information on higher education. The team recommends that it is desirable for the College to develop brief course descriptors detailing key aims and objectives, as well as progression routes and employment opportunities to increase clarity. This additional information may also stimulate greater levels of interest from adult learners and support recruitment.

44 The College has well-defined procedures for ensuring that the higher education information published is complete and accurate. The documents the College publishes include overarching marketing and promotional materials, such as prospectuses for potential students, information and advice on the application process and website information including answers to frequently asked questions. All information is checked by the Marketing Manager in collaboration with higher education programme leaders and then checked by Heads of Division and the Assistant Principal/Director of Curriculum - Employers and Skills before approved for wider use. In the case of the PCET information, this must also be checked and agreed by the University of Huddersfield.

45 Students on higher education programmes are provided with handbooks and a higher education study guide published by the College. The handbooks are well structured and informative, providing clear information as to course content, assessment methodology, grading criteria and suggested reading, and are well received by students. Handbooks are also produced for FD mentors with programme aims, assessments and grading criteria as well as guidance about the responsibilities of mentors. Tutors also receive handbooks that complement those given to students and mentors, so ensuring comparability of information and promoting transparency in programme delivery and methodology. The team considers the clarity and consistency of the higher education handbooks are good practice. Students indicated that they have no concerns about the quality or accuracy of published information. Students indicated that the information they received about assessments and criteria was conveyed in an effective and timely manner and was of sufficient detail to clarify requirements.

46 The College also publishes a number of good practice guides that apply to both further and higher education provision, covering areas of retention, information and learning technology, observation of teaching and learning, lesson planning, standardisation and

plagiarism. These provide clear points of reference for all staff and promote universal understanding of College policies and procedures, as well as serving to support the maintenance of standards.

47   Higher education information is included in the College self-assessment report, including statistics on student retention, achievement and success and is very brief. There is little analysis of the higher education statistics, however numbers are small and areas for improvement are identified under the School of Health and Social Care, which is the parent school for this higher education provision. The College Strategic Plan also includes higher education information, though once again, references are brief given the very limited range of provision.

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

48   The College higher education publications use information provided by the relevant university and comply with legislative requirements. Effective procedures are in place to check public information for accuracy. Marketing materials are produced by the Marketing Manager in liaison with higher education programme leaders. Student Services and Marketing and Information Services have been judged as continuing to meet the matrix quality standard for information advice and guidance services. The materials are checked by programme leaders, heads of division and the Assistant Principal/Director of Curriculum - Employers and Skills before they are approved for distribution. It is also one of the College's strategic targets to develop a more robust system of advice and guidance for students both on-programme and pre-entry as a requirement arising from student satisfaction surveys analyses. An area for improvement was cited in the Matrix Report (Jan 2007) which observed that feedback from students indicated that informative leaflets were not used widely, as students considered them unattractive. The report concluded that there was scope to review how some information is presented to make it more accessible to potential users and suggested involving students in any future redesign. In January 2009, students reported the course leaflets and prospectus to be helpful and there is evidence to suggest that the College acted on advice from students on how to attract part-time working parents into higher education. The team considers that such involvement of stakeholders has the potential to be good practice and is to be further encouraged.

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

49   As the total 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

50 The College currently offers just one Foundation Degree, the FD in Teaching and Learning Support (Primary) validated by Lancaster University. The conclusions that apply particularly to this programme are as follows:

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

- the guidance provided to the FD Teaching and Learning Support mentors through the provision of handbooks produced by the College, and the training offered by the University of Huddersfield for new mentors by providing valuable points of reference for mentors (paragraph 18).

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

- to introduce a virtual learning environment as soon as possible for FD students in the interests of equity, as well as the promotion of effective delivery of learning opportunities (paragraph 42).

E Conclusions and summary of judgements

53 The Summative review team has identified a number of features of good practice in Nelson and Colne College 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, University of Huddersfield and Lancaster University.

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

- the incorporation of key actions and recommendations from the higher education annual programme reports into the Quality Improvement Plan as part of the College self-assessment report. Senior managers are thereby provided with the information needed to effectively oversee the management of quality and standards (paragraph 11)

- the regular internal inspections which include the observation and grading of teaching, analysis of retention, achievement and success statistics against national benchmarks, as well as the evaluation of leadership and management, the integrity of assessment and support for learners (paragraph 15)

- the good practice guides and clear information for staff and students, which provide clarity of assessment criteria and standards and support for both staff and students, in accordance with the *Code of practice* (paragraph 16)

- the guidance provided to the FD Teaching and Learning Support mentors through the provision of handbooks produced by the College, and the training offered by the University of Huddersfield by providing valuable points of reference for new mentors (paragraph 18)

- the rigorous process of regular internal inspections which promotes continuous improvement across curricula and their delivery through high-quality learning opportunities. Detailed consideration of teaching and learning is effectively addressed by formal observations and the benchmarked analyses of retention, achievement and success rates (paragraph 25)

- the high priority given to the Learner Voice at the College and the effective mechanisms to ensure the inclusion of higher education learners in canvassing student opinion (paragraph 36)

- the priority given to initial and continuing professional development by the College. This approach provides opportunities to maintain and/or enhance the quality of learning opportunities (paragraph 38)

- the clarity and consistency of the higher education handbooks (paragraph 45).

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

The team agreed an area where the College is **advised** to take action:

- to put in place in-house staff development to ensure that all teaching staff on higher education programmes are conversant with the requirements of the Academic Infrastructure. This would ensure a consistency of understanding of assessment requirements and levels of achievement, including the correct use of higher education level descriptors, an issue commented on by a number of external examiners (paragraph 13).

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

- to set up a higher education board of study or similar body, in order to support the management of any future growth of higher education provision. Such a group would be able to facilitate the sharing of best practice across programme areas, take forward generic quality themes and provide a forum for higher education interests within the College (paragraph 12)

- to formalise the meetings with workplace mentors in order to provide clear channels for employer engagement and feedback on work-related standards and support (paragraph 17)

- to ensure that those staff within the College with involvement in and/or responsibility for the higher education provision are made more aware of the more detailed aspects of the Academic Infrastructure in respect of its relevance to the quality of learning opportunities, rather than to rely exclusively on the partner higher education institutions providing their own interpretations (paragraph 28)

- to continually review and update its library provision in the light of the demands placed on it by current higher education programmes, as well as possible future courses (paragraph 40)

- to introduce a virtual learning environment as soon as possible for FD students in the interests of equity, as well as the promotion of effective delivery of learning opportunities (paragraph 42)

- to develop course descriptors detailing key aims and objectives, as well as progression routes and employment opportunities, which would increase clarity of information, and may also stimulate greater levels of interest in the adult learner market, and support recruitment (paragraph 43).

56 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**, in the context of this Summative review, that 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, and other documentary evidence and from its meetings with staff and students, the team concludes that it has **confidence**, in the context of this Summative review, that 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, 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 completeness of the information that the College is responsible for publishing about pitself and the programmes it delivers.

Nelson and Colne College action plan relating to the Summative review: March 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:						
● the incorporation of key actions and recommendations from the higher education annual programme reports into the Quality Improvement Plan as part of the College self-assessment report. Senior managers are thereby provided with the information needed to effectively oversee the management of quality and standards effectively (paragraph 11)	Good practice to be reported as a strength in College SAR.	November 2009	Divisional Manager	Further improved SAR. Improved/ maintained Ofsted inspection outcomes	Director of Curriculum and Quality	Approved College SAR; Ofsted report
	Wider dissemination through College Development Days. Division to consider application of good practice to their area.	December 2009	Divisional Manager/ Professional Development Managers	Improved awareness and sharing of good practice.	Director of Curriculum and Quality	Approved College SAR

Nelson and Colne College action plan relating to the Summative review: March 2009

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
● the regular internal inspections which include the observation and grading of teaching, analysis of retention, achievement and success statistics against national benchmarks, as well as the evaluation of leadership and management, the integrity of assessment and support for learners (paragraph 15)	Good practice to be reported as strength in College SAR.	November 2009	Divisional Manager	Further improved SAR. Improved/ maintained Ofsted inspection outcomes	Director of Curriculum and Quality	Approved College SAR; Ofsted report
	Wider dissemination through College Development Days. Division to consider application of good practice to their area	December 2009	Divisional Manager/ Professional Development Manager	Further improved teaching & learning and retention and achievement	Director of Curriculum and Quality	Approved College SAR; Ofsted report
				Further improved SAR. Improved/ maintained Ofsted inspection outcomes	Director of Curriculum and Quality	Approved College SAR; Ofsted report

Nelson and Colne College action plan relating to the Summative review: March 2009

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
• the good practice guides and clear information for staff and students, which provide clarity of assessment criteria and standards and support for both staff and students, in accordance with the *Code of practice* (paragraph 16)	Good practice to be reported as strength in College SAR.	November 2009	Divisional Manager	Further improved SAR. Improved/ maintained Ofsted inspection outcomes	Director of Curriculum and Quality	Approved College SAR; Ofsted report
	Wider dissemination through College Development Days. Division to consider application of good practice to their area	December 2009	Divisional Manager/ Professional Development Managers	Improved awareness and sharing of good practice. Further improved student assessment procedures	Director of Curriculum and Quality	Approved College SAR

Nelson and Colne College action plan relating to the Summative review: March 2009

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
● the guidance provided to the FD Teaching and Learning Support mentors through the provision of handbooks produced by the College, and the training offered by the University of Huddersfield for new Mentors by providing valuable points of reference for mentors. (paragraph 18)	Good practice to be reported as strength in College SAR.	November 2009	Divisional Manager	Further improved SAR. Improved/maintained Ofsted inspection outcomes	Director of Curriculum and Quality	Approved College SAR; Ofsted report
	Wider dissemination through College Development Days. Division to consider application of good practice to their area	December 2009	Divisional Manager/ Quality/ Professional Development Managers	Improved awareness and sharing of good practice.	Director of Curriculum and Quality	Approved College SAR

Nelson and Colne College action plan relating to the Summative review: March 2009

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
• the rigorous process of regular internal inspections which promotes continuous improvement across curricula and their delivery through high quality learning opportunities. Detailed consideration of teaching and learning is effectively addressed by formal observations and the benchmarked analyses of retention, achievement and success rates (paragraph 25)	Good practice to be reported as strength in College SAR.	November 2009	Quality/ Professional Development Managers	Further improved SAR. Improved/ maintained Ofsted inspection outcomes	Director of Curriculum and Quality	Approved College SAR; Ofsted report
	Wider dissemination through College Development Days. Division to consider application of good practice to their area	December 2009	Quality/ Professional Development Managers	Improved awareness and sharing of good practice. Further improved teaching and learning	Director of Curriculum and Quality	Approved College SAR

Nelson and Colne College action plan relating to the Summative review: March 2009

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
● the high priority given to the Learner Voice at the College and the effective mechanisms to ensure the inclusion of higher education learners in canvassing student opinion (paragraph 36)	Good practice to be reported as strength in College SAR.	November 2009	Quality Manager	Further improved SAR. Improved/ maintained Ofsted inspection outcomes	Director of Curriculum and Quality	Approved College SAR; Ofsted report
	Wider dissemination through College Development Days. Division to consider application of good practice to their area	December 2009	Quality/ Professional Development Managers	Improved awareness and sharing of good practice.

Further improved student satisfaction | Director of Curriculum and Quality | Approved College SAR

Student Survey |

Nelson and Colne College action plan relating to the Summative review: March 2009

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
● the priority given to initial and continuing professional development by the College. This approach provides opportunities to maintain and/or enhance the quality of learning opportunities (paragraph 38).	Good practice to be reported as strength in College SAR.	November 2009	Quality/ Professional Development Managers	Further improved SAR. Improved/ maintained Ofsted inspection outcomes	Director of Curriculum and Quality	Approved College SAR; Ofsted report
	Wider dissemination through College Development Days. Division to consider application of good practice to their area	December 2009	Quality/ Professional Development Managers	Improved awareness and sharing of good practice. Increased participation of staff development	Director of Curriculum and Quality	Approved College SAR

Nelson and Colne College action plan relating to the Summative review: March 2009

Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team agreed an area where the College should be **advised** to take action:						
• to put in place in house staff development to ensure that all teaching staff on higher education programmes are conversant with the requirements of the Academic Infrastructure. This would ensure a consistency of understanding of assessment requirements and levels of achievement. Including the correct use of higher education level descriptors, an issue commented on by a number of external examiners (paragraph 13).	Programme of staff development sessions	June 2009	Divisional Manager/HE Co-ordinator/ Professional Development Manager	Action plan by tutors mapping new requirements to areas requiring action. Increased participation on staff development activities	Director of Curriculum and Quality; Director of Curriculum - Employers & Skills	Completed Action Plan
	Attendance at staff development sessions at partner HEIs	Ongoing	Divisional Manager/HE Co-ordinator/ Professional Development Manager	Improved awareness and application of academic infrastructure	Director of Curriculum and Quality; Director of Curriculum - Employers & Skills	Completed Action Plan Annual Report detailing percentage of income on staff development

Nelson and Colne College action plan relating to the Summative review: March 2009

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team agreed the following areas where it would be **desired** to take action:						
• to set up a higher education board of study or similar body, in order to support the management of any future growth of higher education provision. Such a group would be able to facilitate the sharing of best practice across programme areas, take forward generic quality themes and provide a forum for higher education interests within the College (paragraph 12)	Establish HE Board of Study and agree roles and outline activities. Key work to be undertaken by: Strategic Group chaired by Director 19+; Operational Group chaired by HE Co-ordinator	October 2009	Assistant Principal/ Director of Curriculum - Employers & Skills	Board established with regular scheduled meetings. HE Strategy	Senior Management Team	Report to SMT/Board of Corporation

Nelson and Colne College action plan relating to the Summative review: March 2009

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
• to formalise the meetings with workplace mentors in order to provide clear channels for employer engagement and feedback on work-related standards and support (paragraph 17)	Mentor liaison to be formalised with agenda/papers issued in advance and minutes filed. Standing/key agenda items to be agreed with line manager	October 2009	Programme/Section Leader	Minutes/agenda of formal meetings available for viewing	Director of Curriculum and Quality; Director of Curriculum - Employers & Skills; Divisional Manager; HE Co-ordinator	Review of minutes

Nelson and Colne College action plan relating to the Summative review: March 2009

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
● ensure that those staff within the College with involvement in and/or responsibility for the higher education provision are made more aware of the more detailed aspects of the Academic Infrastructure in respect of its relevance to the quality of learning opportunities rather than to rely exclusively on the partner higher education institutions providing their own interpretations (paragraph 28)	Staff development to increase understanding and implications of the Academic Infrastructure. Key staff to include: Director 19+; HE Co-ordinator; Divisional Manager; Programme Manager	June 2009 June 2009	HE Coordinator/ Staff Development Manager HE Coordinator/ Staff Development Manager	Increased awareness among relevant staff in interpreting requirements of the Academic Infrastructure, thereby reducing reliance on partner higher education intuitions.	Director of Curriculum and Quality; Director of Curriculum - Employers & Skills; Divisional Manager Director of Curriculum and Quality; Director of Curriculum - Employers & Skills; Divisional Manager	Annual Course Review Annual Course Review

Nelson and Colne College action plan relating to the Summative review: March 2009

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
• to continually review and up-date library provision in the light of the demands placed on it by current higher education programmes as well as possible future courses (paragraph 40)	Team meeting to include termly agenda item to discuss library provision to ensure where possible that student needs are met. LRC Team Leader to be invited to meetings	September 2009	Programme/ Section Leader	Positive feedback from students in relation to availability of library resources	Director of Curriculum and Quality; Director of Support; Director of Curriculum and Quality; Director of Curriculum - Employers & Skills;	Results of Student Survey
• to introduce a virtual learning environment as soon as possible for FD students in the interests of equity as well as the promotion of effective delivery of learning opportunities (paragraph 42)	Staff dev session for HE tutors to plan and implement Moodle with agreement of minimum content and tutor support	September 2009	Professional Development Manager/ VLE Co-ordinator Section Leader/tutors	Active Moodle site for FD students with an agreed minimum content and tutor support.	ILT Visioning Group	Review of Site; Results of Student Survey

Nelson and Colne College action plan relating to the Summative review: March 2009

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
• to develop course descriptors detailing key aims and objectives as well as progression routes and employment opportunities, which would increase clarity of information, and may also stimulate greater levels of interest in the adult learner market, and support recruitment (paragraph 43).	Programme team to prepare course descriptors detailing key aims and objectives	September 2009	Programme Leader	Publication of descriptors detailing key aims and objectives as well as progression routes and employment opportunities. Increased Recruitment	Director of Curriculum Employers & Skills	Recruitment Report to SMT