QAA

Integrated quality and enhancement review

Summative review

October 2009

Abingdon and Witney College

SR42/2009

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 Abingdon and Witney College carried out in October 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 robust and rigorously operated system of internal moderation, which contributes significantly to the security of academic standards and in which students, staff and external examiners have expressed confidence

- students feeling supported personally and responsively by their tutors who, they consider, champion their causes with the awarding bodies to improve their learning experience

- within equine programmes, student placements in both national and international contexts providing further learning opportunities and the acquisition of skills highly relevant to subsequent employment

- the College's commitment to the enhancement of higher education shown by the introduction of a new and improved methodology to determine the teaching hours for staff teaching the higher education provision

- the excellent service to higher education students provided by the Learning Resources Centre staff

- the College's transparent, rigorous and effective process for monitoring the content of student materials and handbook

- the notable clarity and accessibility of the College's website.

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:

- develop, in partnership with its awarding bodies and employers, clear documentation in line with the *Code of practice, Section 9: Work-based and placement learning*.

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

- take a more evaluative and forward-looking approach, with a more rigorous reporting format, in producing self-assessment reports with an annual development plan for the higher education portfolio; and encourage course teams to take ownership of both the production and ongoing implementation of action plans

- in capturing the views of higher education students, to ease data collation and to enable comparison with the National Student Survey data set for the College, consider an approach that reflects the questions asked, and scaled, within the National Student Survey

- further develop the advanced lecturer role to promote the enhancement of approaches to teaching and learning in higher education

- ensure the consistent production and distribution of tutor handbooks for all higher education programmes

- maintain a watching brief with regard to the discharge of its responsibilities for pre-course information, admissions and the precepts contained within the *Code of practice, Section 10: Admissions to higher education, September 2006*

- review its public information approval process so that it incorporates all public information and ensures the consistent application of the Gender, Disability and Racial Equality Impact Assessment process.

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 Abingdon and Witney 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 Oxford Brookes University and Thames Valley University. The review was carried out by Miss Maxina Butler-Holmes, Mr Mark Langley and Mr Alan Weale (reviewers) and Dr John Barkham (coordinator).

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

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

4   The College is a medium-sized general further education college in south and west Oxfordshire, a rural area served by a number of market towns. The College mission emphasises high quality; service to the local community through partnership; and inclusiveness. In 2008-09, the College operated on three campuses and in a number of satellite locations.

5   In 2008-09, the College enrolled 6,127 Learning and Skills Council-funded 16-18 year old students, 260 students in adult and community learning, 422 on self-financing programmes and 317 on Train To Gain programmes. In addition, 238 students were enrolled on higher education programmes. Currently, 261 higher education students are enrolled. Higher education currently comprises about 4.5 per cent of the College's core-funded provision. The College is a member of the Oxford Brookes University Associate College Partnership. Oxford Brookes validates all but one of the programmes. The FdSc Complementary Approaches to Health, which started in 2007-08, is validated by Thames Valley University.

6   The responsibility for overseeing and maintaining academic standards in the higher education provision rests with the senior management team in the College. There has been a recent realignment of management responsibilities at director level and a specific higher education brief now lies with one of the directors. The Vice Principal with this responsibility, together with the HE Coordinator and two other directors with briefs for quality improvement and teaching and learning, now constitute a higher education group tasked to ensure that the College assures the standards necessary to sustain the growth of the higher education provision.

7   The College offers the following higher education programmes, listed beneath their awarding bodies:

Oxford Brookes University

- BSc (Hons) Equine Science

- BSc (Hons) Equine Science and Thoroughbred Management

- FdSc Equine Science and Management

- FdSc Animal Behaviour & Welfare

- FdA Classroom Support

- FdA Early Years

- FdSc Computing

- HNC Electrical and Electronic Engineering

- HNC Mechanical Engineering

- FdSc Sound and Media Technology

- FdA Communication in Organisations

- FdA Business Management and Communications

- FdA Public Sector Management

Thames Valley University

- FdSc Complementary Approaches to Health.

Partnership agreements with the awarding bodies

8   In the case of both awarding body partners, the universities receive funding from HEFCE to work with the College to deliver the higher education programmes. Each of the Oxford Brookes-validated programmes is the subject of a separate agreement although, generically, they are all similar. There have been no recent substantive changes to the generic form of agreements. The College collaborates with the University in programme delivery. All terms and conditions are carefully defined. The parties acknowledge that the University is responsible to HEFCE for securing a reputable quality of higher education. The College delivers the programme only as validated by the University at the Approval Event and in accordance with the Agreement and within the relevant guidance of the *Code of practice, Section 2: Collaborative provision and flexible and distributed learning (including e-learning)*. The College ensures that each student is issued with a copy of the current student handbook and is made fully aware of the exact nature of the relationship between the University and the College. The partnership agreement between the College and Thames Valley University for the FdSc Complementary Approaches to Health is in every material way similar to those for the College with Oxford Brookes University.

Recent developments in higher education at the College

9   The College's governors have recently committed it to an ambitious revised strategic plan, 'Destination 2012', which commits it to growth, diversification of income streams and to offering an extensive range of provision to its key stakeholders. Higher education provision is seen as a key part of this strategy. The portfolio of higher education programmes has seen recent rapid growth which the College is committed to continue (see paragraphs 59 and 60). In view of this, an HE Centre was established in 2008-09 in the main college building at Abingdon and at the Witney Campus. This developing facility provides students with an increasingly valuable and effective social and academic focus. Higher education delivery takes place on all four main campuses: a new rural skills centre based at Common Leys near Witney; the campus in the centre of Witney currently being completely rebuilt and scheduled for completion in September 2011; Milton Park; and a campus at Abingdon for which capital building plans are now under way.

Students' contribution to the review, including the written submission

10   Students studying on higher education programmes at the College were invited to present a submission to the Summative review team. Teaching staff in each of the higher education courses enabled student representatives to produce responses to a series of questions, mainly about assessment and the resources students used to support it. The summary produced proved helpful to the reviewers who found the views expressed were consistent with those obtained in their meeting with current students. In this meeting, students praised many aspects of their learning experience and raised a number of issues of significance to them with the reviewers.

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?

11   There are clear responsibilities and reporting arrangements for managing and delivering higher education standards. The Vice Principal Quality and College Services has responsibility for the management of quality assurance and for ensuring that the policies and procedures of the partner universities are implemented. Programme area managers are responsible for the management and oversight of programmes in a cognate subject area. At the point of delivery, programme team leaders are responsible for the day-to-day management of the course.

12   In support of its HE Strategy, the College has developed overarching systems, policies and procedures for the management of standards and quality for higher education. A Director Curriculum is responsible for higher education management and is assisted in this by the recently-established post of HE Coordinator. The role of the HE Coordinator is to manage, develop and support the delivery of higher education programmes across the College. The post also acts as a focal point for communication between the College, its awarding bodies and other stakeholders.

13 Quality management procedures are underpinned by the College's quality improvement policy. The policy brings together a range of existing processes, for example internal verification, assessment practice and course and area self-assessment. The policy has recently been supplemented with items relevant to the higher education provision and now includes the requirement to take account of the Academic Infrastructure.

14 An HE Steering Group, chaired by the Vice Principal Quality and College Services, has recently been established to advise the Board of Governors on higher education strategy and to monitor the quality of higher education programmes. The HE Steering Group also directs the work of the College's Quality Improvement Panel, which has responsibility for reviewing courses that are giving 'cause for concern'. The terms of reference of the panel have recently been extended to cover the higher education provision. The team was able to review evidence of this approach with regard to issues raised by students on the FdSc Sound and Media Technology. Students questioned the relevance of some modules on this course and an action plan was produced to address the issues. The Quality Improvement Panel has now been asked to audit the programme during the coming year. A sub-committee of the Board of Governors, the Performance Committee, maintains oversight of actions taken in response to significant issues raised through the quality assurance process.

15 Regular monitoring and ongoing review of courses takes place throughout the academic year. Self-assessment reports are produced on an annual basis for each course. The format and requirements of the self-assessment reports were modified last year to take account of aspects of the Academic Infrastructure, for example by mapping issues raised to the *Code of practice*. Self-assessment reports require course teams to make an evaluative judgement of academic standards. The examples of self-assessment reports seen by the team were descriptive and based on limited sources of evidence. Action plans were identified for course teams by the HE Coordinator and were generally focused on short-term targets. The College is recommended to adopt a more evaluative approach to reporting and to encourage course teams to take ownership of action plans and their implementation. The team noted that the College has amended the reporting template for the coming academic year to ensure that actions are identified as an integral part of the self-assessment reports. Completed reports are forwarded to the HE Coordinator who is required to produce a composite higher education self-assessment report for consideration by the HE Steering Group. The matters raised in self-assessment reports are shared with partner University liaison managers and used to inform the annual monitoring reports produced by the validating partners (see paragraph 50).

16 Overall, there is effective reporting and communication and clear lines of responsibility for managing the higher education provision. The structures and processes in place should ensure that senior management has a clear overview of the academic standards of the College's provision.

What account is taken of the Academic Infrastructure?

17 The team confirms that the College is engaging with the Academic Infrastructure in its management of standards and quality. The College has a Quality Improvement Policy, which applies to all courses, both in further and higher education. This has recently been amended to incorporate issues specific to higher education and makes specific reference to the need to take the Academic Infrastructure into account. Documentary evidence and meetings with staff demonstrated that the *Code of practice* in particular is being utilised as a frame of reference. For example, the structure of self-assessment reports has been designed for course teams to map issues raised to the *Code of practice*.

18   Programme specifications are considered and approved at validation and periodic review and are made available to students in the student course handbooks. Subject knowledge and skills, assessments, and learning and teaching are clearly explained in the programme specifications seen by the team. Evidence of the rigorous approach to the management of assessment processes and the confirmation by external examiners of the academic standards set and achieved gave assurance that the College was taking due account of the *Code of practice, Section 6: Assessment of students*.

19   Records of validation and periodic review events demonstrate that the intended learning outcomes are aligned to relevant benchmark statements and to the appropriate level of qualifications. External examiners indicate that learning outcomes remain 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?

20   Oxford Brookes University validates all but one of the higher education courses offered by the College. The FdSc Complementary Approaches to Health is validated by Thames Valley University. All courses have been exposed to rigorous scrutiny, either through both the Universities' validation procedures, or reviewed and revalidated through periodic review where appropriate. College staff are fully involved by the validating partners in all aspects of curriculum design and validation. Staff were very complimentary about the collaborative way in which curriculum development takes place with their university partners.

21   The College assures itself that it is meeting the requirements of its validating partners and awarding bodies through a range of processes. Partnership agreements with Oxford Brookes University are supported by a specific and detailed operations manual for each course that provides details of roles, responsibilities and processes to be followed. Similar information is available for the delivery of the Thames Valley University validated course but not in the form of an operational manual. Operations manuals are reviewed at formal periodic review to ensure that they continue to reflect accurately the operation of the partnership. College course teams were positive about the quality of support they received from the validating partner Universities.

22   The validating universities provide generic assessment criteria which course teams can contextualise where appropriate. The College publishes generic assessment criteria in module handbooks. The criteria are clearly expressed and understood by students. Assessment of students is undertaken by College academic staff, except in the case of one module of the FdA Early Years, where employers/mentors are asked to assess a display accounting for 10 per cent of the marks of one double module. In this case, explicit criteria and instructions related to the assessment brief clearly indicate what is expected, and are made available to the assessor. Members of the course team also offer to carry out the assessment if, for any reason, the employer/mentor is unable to undertake this.

23   A process of internal verification of assessment tasks and marking is in place. External examiners have noted that this is rigorously operated, ensuring consistency in marking and application of standards. Academic staff at the validating partner universities also moderate samples of work to ensure consistent application of the university criteria. Examples of intercollege moderation were also evident where more than one partner college delivers a programme. The robust and rigorously operated system of internal verification is good practice.

24 External examiners are appointed by, and report to, the two validating Universities. Copies of the reports are forwarded by both Universities to the College. The College's self-evaluation claims that external examiner reports are discussed at course team meetings as soon as they are received and actions included in the course action plan as appropriate. There were few substantial examples of external examiner reports being discussed, however, in the course team minutes reviewed by the team. Relevant actions were evident in the annual monitoring action plans. All external examiner reports are read by the HE Coordinator who has responsibility for following up course team actions and for producing the overall higher education self-assessment report and action plan, which is monitored by the HE Steering Group and, where necessary, referred to the Quality Improvement Panel and Board of Governors Performance Committee. External examiners consistently confirm that the standards and quality of the provision are sound and that students are achieving the intended learning outcomes.

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

25 A regular cycle of higher education development meetings, one each semester, has been established for higher education lecturing staff in addition to the College's standard staff development programme. Two higher education development meetings have so far taken place. The HE Coordinator is responsible for planning and coordinating the meetings. The agendas have included internal verification, assessment feedback, employer engagement and the Academic Infrastructure. Formal evaluation of the meetings demonstrated that staff found them useful and this was confirmed by staff met by the review team.

26 College staff also receive developmental support from Oxford Brookes University. This has included support for curriculum development, participating in interviews for the appointment of higher education staff and attendance at staff development events. Staff were particularly appreciative of the role of the University's school liaison managers in supporting the development and delivery of the programmes.

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

Core theme 2: Quality of learning opportunities

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

27 The recently established HE Steering Group provides the opportunity for the promotion of a higher education approach towards reflection on common issues and enhancement-led approaches towards learning opportunities. Meetings with students, together with evidence in external examiner reports, confirm that the quality of learning opportunities is well managed. However, the College is encouraged to consider how the HE Steering Group might develop a more rigorous reporting format with an annual development plan for the higher education portfolio.

28 Since the Developmental engagement, the College has developed further the range of systems and approaches towards securing and enhancing the quality of learning opportunities. Higher education self-assessment reports are completed at the programme level and are considered by the HE Steering Group in advance of the higher education

self-assessment report. The team noted an addition for 2009-10 within the programme-level documents to include actions for improvement within each subject area section. The newly-established HE Forum is beginning to provide the opportunity for staff and students to discuss and reflect on aspects relating to the quality of learning opportunities. The appointment of an HE Coordinator since the Developmental engagement has been welcomed by both staff and students, and makes for a more coherent approach to the ongoing review of the quality of learning opportunities.

29 The agreements with awarding bodies require the submission of annual monitoring reports to both the respective universities, informed by module evaluations, external examiner comments and student feedback (see paragraph 20). Programme leaders attend meetings at the partner Universities that help to share good practice and foster productive relationships. Annual tasks are identified and reported throughout the year. Staff confirmed that such meetings are useful.

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

30 The College adopts a variety of approaches towards engaging with the student voice. In addition to the newly-established HE Forum, there is a range of course committee meetings and module evaluations which demonstrate actions being taken in response to feedback. Students provided the review team with examples of staff responding flexibly to issues such as the timing of assessments. Module leader reports are presented to relevant examination boards held at the universities. Students overwhelmingly expressed views that tutors championed their causes with the awarding bodies to improve their learning experience. Some students felt partner universities were not as responsive as they would wish, particularly in providing speedy responses to requests for programme-level information. Training for the role of the appointed student representatives is due to be delivered during the current academic year.

31 The Developmental engagement examined the fitness for purpose for higher education students of the college-wide questionnaire data processing student survey tool. In helping higher education students to develop their written submission for the Summative review, the College designed a survey that adopted a largely open-question format. The intention is to use this in future as the higher education survey. To ease collation of data and to enable comparison with the National Student Survey data, it is desirable to consider an approach that reflects the questions asked, and scaled, within the National Student Survey.

32 A wide subject range of Foundation Degree and HNC programmes includes placement or work-based learning. There is little evidence of feedback from employers. During the team's meeting with employers, it was apparent that they would welcome the opportunity to provide feedback. The HE Coordinator attends meetings arranged as part of the College's employer engagement strategy and the College has previously established employer forums, but the attendance has been variable. However, some of the employers who met with the team were unaware of these. In some programme areas, visits are arranged to employer premises. In the FdA Early Years, this is planned for the current year.

33 Tutors for the BSc (Hons) Equine Science have written a work-placement guide and created a logbook template to help students and employers to record their joint experiences of any work-placement. Similarly, the employers' handbook for the FdA Communication in Organisations provides a list of assignment deadlines, enabling employers to support students at key assessment times. However, documentation and induction provided for employers varies between programme areas. While the team noted

employer guides and mentor handbooks produced for some Foundation Degrees, on closer examination these did not articulate the specific expectations of employers, nor include the operational aspects involved in engaging with students' learning.

34   The team was unable to establish that clear and consistent information is being provided to employers and students about placements and work-related assessments. Given the wide range of links with employers and steady expansion of Foundation Degrees and student numbers, the College needs a more consistent approach towards the demonstration of responsibility for students' learning experiences in relation to employer involvement in higher education programmes. The College is advised to work with the awarding bodies and employers to develop clear documentation in line with the *Code of practice, Section 9: Work-based and placement learning.*

What account is taken of the Academic Infrastructure?

35   The higher education self-assessment reports have been developed to map against elements of the *Code of practice*. Following recommendations made in the Developmental engagement report, most staff delivering higher education programmes have taken the opportunity to extend their knowledge of the Academic Infrastructure. There is, however, room for further progress in moving beyond knowledge, with an approach largely confined to mapping, to secure a more comprehensive understanding of and continuous engagement with elements of the *Code of practice*. Students in general are well supported, including those with special needs, in line with the *Code of practice, Section 3: Students with disabilities*.

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

36   Graded observations of teaching are carried out by managers from all levels and follow standard college policy. Currently, there is no differentiated teaching, learning and observation process for higher education programmes. Following the Developmental engagement, HE Development Days have been introduced which have proved helpful in the promotion of a higher education staff community. The College may consider it desirable to involve a broader spectrum of its higher education stakeholders more directly in future events.

37   Individual development plans are completed by all staff. Highly experienced and well-regarded teachers have been appointed as 'advanced lecturers' across the College, some of whom are involved in higher education. Staff were enthusiastic about the integral role of the advanced lecturer in supporting tutor performance. However, this is largely focused on improvement required and correction of practice. The College may wish to consider developing further the advanced lecturer role to promote the enhancement of approaches to teaching and learning in higher education. The HE Strategy outlines the aspiration to comply with The UK Professional Standards Framework for teaching and supporting learning in higher education. In reviewing the Framework, the College considers that the standards are to a large extent mirrored by the existing College ones for teaching and learning. No further development of college standards is currently envisaged.

38   Module questionnaires allow students to reflect on the quality of teaching they experience. These are reviewed within programme teams and inform each programme area's higher education self-assessment reports. Staff and students provided the team with examples of positive actions taken as a result of module evaluation. For instance, FdA Early Years students reported that too many of the comments on their assessed work were similar to those of other students as a result of staff meeting tight turnaround deadlines. To solve this problem, more one-to-one tutorials have been introduced towards the end of the

programme for detailed oral feedback. Students value the teaching they receive and are appreciative of the commitment of staff. Guest speakers from industry and student attendance at conferences feature in the equine and land-based programmes to widen the learning experiences.

39   Student placements provide further learning opportunities and the acquisition of skills highly relevant to subsequent employment within equine programmes. The equine staff team was able to provide many examples of placements in both national and international contexts. Students engaged in the equine programmes considered the range of facilities made available to them was 'awesome'. Equine programme staff have very strong and effective links with their industry.

40   There is no consistent practice for the production of tutor handbooks across the higher education provision. These were identified in the Developmental engagement report as providing all members of a team, including part-time staff, with a clear view of operational aspects of teaching. The team, however, found only a few examples of these for the current academic year. The College is encouraged to continue to ensure the consistent production and distribution of tutor handbooks for all higher education programmes.

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

41   Applications to Oxford Brookes University awards are made through the UCAS system. As there is no common practice of interviewing students, often the first contact that College staff have with applicants is when they attend open days. Although the publicity information states locations of study, equine students may need additional help in thinking through the logistical consequences of module option combinations that involve attending Oxford Brookes University. In the FdA Early Years, the enrolment information received by students a few days before the start of the programme indicated that their teaching would take place at a campus different from the one some students expected, presenting some with child care issues. Students in the FdA Classroom Support were expecting to achieve Higher Level Teaching Assistant status as an integral part of the programme which they have found not to be the case, causing some confusion. The College needs to maintain a watching brief with regard to the discharge of its responsibilities for pre-course information, admissions and the precepts contained within the *Code of practice, Section 10: Admissions to higher education*.

42   Induction takes place at programme level and handbooks provide students with a useful orientation. Several external examiners comment positively on the guidance that students receive to promote their progression through a programme. This was particularly notable in the FdA Early Years. During the induction period, students expect to receive their loans. However, students told the team of several instances of delay in the receipt of them, even though enrolment forms had been completed and financial assessments provided at the point of enrolment. Nevertheless, students acknowledged positively the efforts of tutors to address the problem and it became clear that it was not due to any systemic failure of the College.

43   Students feel supported personally and responsively by their tutors. Approaches to tutorial arrangements vary appropriately to reflect the needs of individual programmes and mode of attendance. Students appreciate the fairness of grading and the contextualised marking criteria provided. They know how to access support mechanisms, including cross-college learning support. The Developmental engagement identified the approach to providing feedback in some programmes as a feature of good practice. Subsequently, dissemination has been promoted through the HE Development Days.

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

44 The report from the Developmental engagement stated that it was advisable for the College to produce an HE Strategy within which staff development assumed more of a higher education focus, particularly relating to approaches to assessment. The draft HE Strategy includes a section relating to continuing professional development outlining the College's commitment to staff teaching on higher education programmes including support for relevant research or scholarly activities. Recent initiatives, introduced since the Developmental engagement, have seen the introduction of HE development days and the strategic intention is working towards more higher education forums to disseminate good practice.

45 The College adopts a strongly positive approach towards staff development, underpinned by the allocation of significant resources. Furthermore, the College has recently introduced a new teaching hours methodology that provides higher education staff with additional teaching preparation time. This good practice initiative is welcomed by staff and arose as a result of consultation with awarding bodies. It demonstrates the College's commitment to the enhancement of higher education.

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?

46 Since the Developmental engagement, the College has taken steps towards recognising higher education students' distinctive needs with the creation of an HE Centre which shares accommodation with the Sixth-form Centre. The gradual move towards separate higher education resource rooms is welcomed by students. However, students on the FdA Communication in Organisations have expressed some concern over the lack of rooms in which to practise for group presentations. In engineering, students are able, to their benefit, to visit and use the more specialised facilities at Oxford Brookes University. The external examiner report notes the significance of the practical aspects of the students' learning experience. While the split delivery between the College and University is seen as potentially enhancing the range of physical and human resources to students, the time taken to travel between sites sometimes presents students with practical difficulties.

47 Learning resource staff are regarded by students as providing an excellent service. Students generally express a realistic satisfaction with text-based resources. A larger and broader range of book stocks is accessible at Oxford Brookes University. Students commented, though, that access to the virtual learning environment had been temporarily unreliable during the autumn term 2009 because of a national issue with the software. Overall, the resources students need to achieve their programme learning outcomes are of a standard to enable them to achieve their learning outcomes to the desired standard.

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?

48   The validation of programmes for both universities is a mature and thorough process, resulting in programme-centred documentation and collaborative agreements that clearly define the College's responsibilities for public information. For Oxford Brookes University, programme-specific operations manuals, based on a generic template, outline the College's responsibilities. All programme teaching staff have a copy of their appropriate manual and, along with tutors at partner colleges, they annually agree any amendments for the following academic year. For Thames Valley University, the Collaboration Agreement, Collaborative Handbook and Quality Handbook outline the College's responsibilities. The documents are common to all Thames Valley University provision and are not subject to annual review by tutors.

49   The College has responsibility for the publication of all handbooks outlining programme content, for any advertising material it generates and the publication of its own Higher Education Prospectus and website. However, the partner universities must approve any text before it goes to print or online. The College is responsible for its virtual learning environment. The content combines programme documentation already approved by the universities, materials that are required to cross-reference with files on similar university sites, and lecture support notes. College and University staff agree that College-produced documentation conforms to the required processes and students state that it is clear, accurate and supportive.

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?

50   The College uses two methods to assure the accuracy and completeness of its public information; the first is the monitoring of programme materials such as student and module handbooks. To support College delivery teams in reviewing and maintaining the currency of the documentation, Oxford Brookes University appoints a school liaison manager from within the relevant school of the University: likewise, Thames Valley University appoints a link tutor from within the relevant university faculty. College staff discuss, review and, if necessary, amend all programme documentation in consultation with the university representative and with the Oxford Brookes University partner college network, where appropriate. The College complies fully with the regulations in the relevant operations manual and informs students of any changes or revisions through copies of the programme committee meeting minutes.

51   Although student handbooks derive from generic templates, both Universities encourage College tutors to tailor the handbooks to the specific needs of students. For example, Oxford Brookes University provides a generic grade descriptor list to ensure parity across all programmes, but encourages tutors to provide assessment-specific descriptions to support the students. School liaison managers monitor this process and external examiners comment on the effectiveness of the descriptions. In previous years, the College has addressed issues raised by external examiners and students, demonstrating the responsiveness of the teaching teams and the effectiveness of the monitoring of student handbooks. Students consider module and student handbooks to be very clear and they find the additional information invaluable. The transparent, rigorous and effective process for the monitoring of student materials and handbooks is a feature of good practice.

52 Individual programmes have developed a range of documentation to support the relationship between students and employers. Across all the programmes, however, the range and content of documentation lacks a consistent overview (see paragraphs 33, 34).

53 The College's public information flowchart of the approval process explains the second method of assuring the accuracy and completeness of public information and accurately reflects the processes outlined in the collaboration agreements. However, to be precise, the flowchart defines the process of approval for the College's marketing materials, rather than all public information. It is desirable for the College to review its public information approval process to incorporate all public information and ensure consistent application of the impact assessment process. The College's Marketing Department monitors the development and broadcasting of any new marketing materials in close consultation with programme leaders, the College's HE Coordinator and the validating partners. Within the College, overall responsibility for the accuracy of all advertising materials rests with the Assistant Principal for Development, who also advises the partner college network on advertising.

54 In addition to both methods of monitoring the approval of public information, the College's Equality and Diversity Officer is responsible for advising staff on Gender, Disability and Racial Equality Impact Assessment. College staff therefore engage with promoting inclusion through document format, language and images. The post is currently vacant, but the College aims to appoint two half-time officers in the near future, which should ensure the continuity of this sound practice.

55 The College's advertising materials are accurate and effectively target the local market. The College has undertaken market research to determine how best to focus its higher education advertising: the resulting strategy targets local demand at key periods; for example, the College publishes its higher education prospectus for each new academic year in the preceding April. The College's approval process ensures that, in accord with the collaboration agreements, both University partners approve the prospectus prior to publication. The College website undergoes the same scrutiny and the information on the higher education pages replicates the prospectus text. The online material is accurate and the ability to change the font size makes the site highly accessible to those with sight difficulties. The clarity and accessibility of the website is an example of good practice.

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

56 The Developmental engagement visit was conducted in October 2008 and focused on the assessment of students. There were three lines of enquiry; first, the use of assessment feedback to improve student learning and performance; second, the match between methods of assessment and intended learning outcomes; and third, the role of staff development in supporting higher education assessment practice.

57 The team identified a number of areas of good practice. These included: the quality, and the quantity, of feedback in FdA Classroom Support where the comments were focused and constructively critical; the internal verification documentation for the BSc Equine Science providing an exemplar for the checking of the coverage of intended learning

outcomes; effective working relationships between all the colleges involved in the collaborative partnership with Oxford Brookes University enabling the resolution of assessment issues; the recently introduced HE Programme Self Assessment Form that provided a useful and rigorous tool for identifying areas of concern; the practice of evaluation by students both at the midpoint and at the end of a module adopted by the FdSc Complementary Approaches to Health; the high percentage of students in FdA Classroom Support and FdA Communication in Organisations who considered that assignment tasks were made clear in relation to intended learning outcomes in module handbooks; and the valuable tutor handbooks for the FdA Classroom Support and for the FdA Communication in Organisations that support the inclusion of part-time staff.

58 The team also made a number of recommendations. It suggested that it would be advisable for the College to devise a formal written procedure that required all programmes to state explicitly when students should expect to receive feedback on their assignments; develop a standardised approach to guidance and training for academic staff about best practice in providing assessment feedback to help students to realise their potential; develop a higher education strategy to provide a focus for staff development that would enable a consistent approach towards moderation, second marking and the linkage of intended learning outcomes to assessment; ensure that the action plan relating to feedback and the moderation of student work in the FdSc Complementary Approaches to Health agreed with Thames Valley University is carried out to assure academic standards. The team also reported that it would be desirable for the College to develop centralised monitoring across the higher education provision to ensure that all programmes state explicitly when students should expect feedback on their assessments; consider how good practice in assessment feedback could be made more consistent within and across all programmes; develop further the higher education self-assessment process to address more rigorously the *Code of practice*; make more timely use of the learner voice expressed in module evaluations; consider setting up a higher education forum to further enhance practice-informed approaches to assessment, and student and module handbooks; consider the establishment of an appropriate strategy to disseminate good and emerging practice; consider amending the Questionnaire Data Processing questionnaire to better meet the needs of higher education students.

D Foundation Degrees

59 All the provision is franchised from the two partner Universities and is indirectly funded. The College's policy has been to convert all directly-funded provision to indirect funding and all HNC/D provision to Foundation Degrees. The College is a member of the Oxford Brookes University Associate College Partnership. The University validates all but one of the programmes. The FdSc in Complementary Approaches to Health, which enrolled its first students in 2007-08, is validated by Thames Valley University.

60 The FdA Communication in Organisations did not enrol students to year 1 in September 2009 when a new FdA Business Management and Communications commenced. The new degree, delivered in collaboration with Solihull College and Swindon College, was approved by the Oxford Brookes University Approval Panel in March 2009. In March 2009, the FdSc Computing took part in a successful 5-year periodic review with approved changes to modules and programme structure. The modified course has now been approved to run in collaboration with Brooklands College. The latter will receive its first intake of students in September 2010. The College is currently assessing the feasibility of developing new Foundation Degree courses in Popular Music, Creative Media, Art and Design, Health, Advanced Beauty Techniques and Exercise Science.

61   The current Foundation Degree provision provides a wide range of valuable learning opportunities for students. This is a measure of the sound and carefully regulated development of Foundation Degrees at the College. The team concluded that all the Foundation Degrees are fit for purpose and that the College's plans for their further development are based on a sound footing.

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

- the robust and rigorously operated system of internal moderation, which contributes significantly to the security of academic standards and in which students, staff and external examiners have expressed confidence (paragraph 23)

- students feeling supported personally and responsively by their tutors who, they consider, champion their causes with the awarding bodies to improve their learning experience (paragraphs 30, 43)

- within equine programmes, student placements in both national and international contexts providing further learning opportunities and the acquisition of skills highly relevant to subsequent employment (paragraph 39)

- the College's commitment to the enhancement of higher education shown by the introduction of a new and improved methodology to determine the teaching hours for staff teaching the higher education provision (paragraph 45)

- the excellent service to higher education students provided by the Learning Resources Centre staff (paragraph 47)

- the College's transparent, rigorous and effective process for monitoring the content of student materials and handbooks (paragraph 51)

- the notable clarity and accessibility of the College's website (paragraph 55).

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

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

- in partnership with its awarding bodies and employers, the College should develop clear documentation in line with the *Code of practice, Section 9: Work-based and placement learning* (paragraphs 33, 34, 52).

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

- to take a more evaluative and forward-looking approach, with a more rigorous reporting format, in producing self-assessment reports with an annual development plan for the higher education portfolio; and encourage course teams to take ownership of both the production and ongoing implementation of action plans (paragraphs 15, 27)

- in capturing the views of higher education students, to ease data collation and to enable comparison with the National Student Survey data set for the College, consider an approach that reflects the questions asked, and scaled, within the National Student Survey (paragraph 31)

- to further develop the advanced lecturer role to promote the enhancement of approaches to teaching and learning in higher education (paragraph 37)

- to ensure the consistent production and distribution of tutor handbooks for all higher education programmes (paragraph 40)

- to maintain a watching brief with regard to the discharge of its responsibilities for pre-course information, admissions and the precepts contained within the *Code of practice, Section 10: Admissions to higher education* (paragraph 41)

- to review its public information approval process so that it incorporates all public information and ensures the consistent application of the Gender, Disability and Racial Equality Impact Assessment process (paragraphs 53, 54).

E Conclusions and summary of judgements

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

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

- the robust and rigorously operated system of internal moderation, which contributes significantly to the security of academic standards and in which students, staff and external examiners have expressed confidence (paragraph 23)

- students feeling supported personally and responsively by their tutors who, they consider, champion their causes with the awarding bodies to improve their learning experience (paragraphs 30, 43)

- within equine programmes, student placements in both national and international contexts providing further learning opportunities and the acquisition of skills highly relevant to subsequent employment (paragraph 39)

- the College's commitment to the enhancement of higher education shown by the introduction of a new and improved methodology to determine the teaching hours for staff teaching the higher education provision (paragraph 45)

- the excellent service to higher education students provided by the Learning Resources Centre staff (paragraph 47)

- the College's transparent, rigorous and effective process for monitoring the content of student materials and handbooks (paragraph 51)

- the notable clarity and accessibility of the College's website (paragraph 55).

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

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

- in partnership with its awarding bodies and employers, the College should develop clear documentation in line with the *Code of practice, Section 9: Work-based and placement learning* (paragraphs 33, 34, 52).

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

- take a more evaluative and forward-looking approach, with a more rigorous reporting format, in producing self-assessment reports with an annual development plan for the higher education portfolio; and encourage course teams to take ownership of both the production and onpgoing implementation of action plans (paragraphs 15, 27)

- in capturing the views of higher education students, to ease data collation and to enable comparison with the National Student Survey data set for the College, consider an approach that reflects the questions asked, and scaled, within the National Student Survey (paragraph 31)

- further develop the advanced lecturer role to promote the enhancement of approaches to teaching and learning in higher education (paragraph 37)

- ensure the consistent production and distribution of tutor handbooks for all higher education programmes (paragraph 40)

- maintain a watching brief with regard to the discharge of its responsibilities for pre-course information, admissions and the precepts contained within the *Code of practice, Section 10: Admissions to higher education* (paragraph 41)

- review its public information approval process so that it incorporates all public information and ensures the consistent application of the Gender, Disability and Racial Equality Impact Assessment process (paragraphs 53, 54).

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

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

69 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 itself and the programmes it delivers.

Abingdon and Witney College action plan relating to the Summative review: October 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 robust and rigorously operated system of internal moderation, which contributes significantly to the security of academic standards and in which students, staff and external examiners have expressed confidence (paragraph 23)	'Sharing Good Practice' workshops to be arranged throughout the academic year and particularly at the HE Staff Development Days. Session to include maintaining effective moderation procedures with particular regard to new HE staff.	December 2010	HE Co-ordinator	Rigorous moderation procedures have taken place. This will be evidenced in the moderation records. Check progress against success indicators.	HE Steering Group	Course evaluation of HE Staff Development Day.

Abingdon and Witney College action plan relating to the Summative review: October 2009

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
• students feeling supported personally and responsively by their tutors who, they consider, champion their causes with the awarding bodies to improve their learning experience (paragraphs 30, 43)	'Sharing Good Practice' workshops to be arranged throughout the academic year for course teams to continue to maintain effective working relationships with the awarding bodies' liaison managers to ensure the student voice is heard.	December 2010	HE Co-ordinator	Students report satisfaction in HE Student Forums and module evaluations.	Director, Curriculum (with responsibility for HE)	Director, Curriculum (with responsibility for HE) and HE Co-ordinator to check progress against success indicators.
• within equine programmes, student placements in both national and international contexts providing further learning opportunities	'Sharing Good Practice' workshops to be arranged throughout the academic year for all course	December 2010	HE Co-ordinator	Students to report satisfaction in HE Student Forums and module evaluations.	Director, Curriculum (with responsibility for HE)	Director, Curriculum (with responsibility for HE) and HE Co-ordinator to check progress

Abingdon and Witney College action plan relating to the Summative review: October 2009

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
and the acquisition of skills highly relevant to subsequent employment (paragraph 39)	teams to continue and/or maintain very strong and effective links with their industry.					against success indicators.
	All programme teams to engage in Progress South Central project to improve employer engagement.	April 2010		Presentations at HE Staff Development Day show positive outcomes.		
• the College's commitment to the enhancement of higher education shown by the introduction of a new and improved methodology to determine the teaching hours for staff teaching the higher education provision (paragraph 45)	College to continue current practice and review regularly.	September 2010	HE Co-ordinator	HE student numbers and success continue to rise.	Director, Curriculum (with responsibility for HE)	Director, Curriculum (with responsibility for HE) and HE Co-ordinator to check progress against success indicators.

Abingdon and Witney College action plan relating to the Summative review: October 2009

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
• the excellent service to higher education students provided by the Learning Resources Centre staff (paragraph 47)	Learning Resources Centre to continue to maintain an excellent service to students through monitoring of student feedback and regular meetings between the HE Co-ordinator and the Learning Resources Centre.	April 2010	HE Co-ordinator	Positive feedback from students with regard to the service, as evidenced in the module evaluations and HE Student Forums.	Director, Curriculum (with responsibility for HE)	Director, Curriculum (with responsibility for HE) and HE Co-ordinator to check progress against success indicators.
• the College's transparent, rigorous and effective process for monitoring the content of student materials and handbooks (paragraph 51)	Regular management of the HE public information process to ensure that this is being fully	November 2010	HE Co-ordinator	Fully adopted process is in place, as evidenced by HE Co-ordinator reviews.	Director, Curriculum (with responsibility for HE)	Director, Curriculum (with responsibility for HE) and HE Co-ordinator to check progress against success indicators.

Abingdon and Witney College action plan relating to the Summative review: October 2009

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	adopted and adhered to.			Students to report satisfaction in HE Student Forums and module evaluations. Tutors to report satisfaction in tutor module review evaluations.		
	Regular review of the process to determine where improvements can be made.			Minimal changes are required to published pages to achieve the goals of clarity and accessibility.		

Abingdon and Witney College action plan relating to the Summative review: October 2009

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
• the notable clarity and accessibility of the College's website (paragraph 55).	Regular reviews to ensure the website content is up to date, accessible, clear and informative. Regular consultations with course team leaders.	February 2010	HE Co-ordinator	Minimal negative feedback is received via emails from the contact page.	Director, Curriculum (with responsibility for HE)	Director, Curriculum (with responsibility for HE) and HE Co-ordinator to check progress against success indicators.

Abingdon and Witney College action plan relating to the Summative review: October 2009

Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
The team agreed a number of areas where the College should be **advised** to take action:						
● in partnership with its awarding bodies and employers, the College should develop clear documentation in line with the *Code of practice, Section 9: Work-based and placement learning* (paragraphs 33, 34, 52).	In the HE Staff Development Day determine specific standards for documentation in line with the *Code of practice.* Each course to have documentation which articulates to the specific expectations of employers.	April 2010	HE Co-ordinator	Reports show that the documentation is across all programmes.	Director, Curriculum (with responsibility for HE) Employer feedback shows they are aware of their responsibilities. Student success shows appropriate learning opportunities have been provided	Director, Curriculum (with responsibility for HE) and HE Co-ordinator to check progress against success indicators.

Abingdon and Witney College action plan relating to the Summative review: October 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:						
• take a more evaluative and forward-looking approach, with a more rigorous reporting format, in producing self-assessment reports with an annual development plan for the higher education portfolio; and encourage course teams to take ownership of both the production and ongoing implementation of action plans (paragraphs 15, 27)	The template for self-assessment reports has been amended for the coming academic year to identify actions and long term targets. This will then feed into the annual development plan for the higher education portfolio. Course teams to take ownership of their action plans and implementation.	January 2010	HE Co-ordinator	Adherence by HE course teams to the amended Quality Assurance policy as evidenced by the annual self assessment report.	Director, Curriculum (with responsibility for HE)	Director, Curriculum (with responsibility for HE) and HE Co-ordinator to check progress against success indicators.

Abingdon and Witney College action plan relating to the Summative review: October 2009

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
• in capturing the views of higher education students, to ease data collation and to enable comparison with the National Student Survey data set for the College, consider an approach that reflects the questions asked, and scaled, within the National Student Survey (paragraph 31)	Update the students' submission to include questions that reflects the National Student Survey.	January 2010	HE Co-ordinator	Students' results compare favourably with national student outcomes.	Director, Curriculum (with responsibility for HE)	Director, Curriculum (with responsibility for HE) and HE Co-ordinator to check progress against success indicators.
• further develop the advanced lecturer role to promote the enhancement of approaches to teaching and learning in higher education (paragraph 37)	Advanced lecturers to attend HE Staff Development Days and workshops to develop their role to promote the enhancement of approaches to teaching and learning in higher education.	April 2010	HE Co-ordinator	HE lecturers' observation records will promote the enhancement of approaches to teaching and learning in higher education.	Director, Curriculum (with responsibility for HE)	Director, Curriculum (with responsibility for HE) and HE Co-ordinator to check progress against success indicators.

Abingdon and Witney College action plan relating to the Summative review: October 2009

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	Advanced lecturers feedback in HE observations to show consideration of teaching and learning in higher education.					
● ensure the consistent production and distribution of tutor handbooks for all higher education programmes (paragraph 40)	Provide a tutor handbook for the courses that currently do not have handbooks.	February 2010	Course Leaders	Review by HE Co-ordinator shows that all HE programmes have tutor handbooks.	Director, Curriculum (with responsibility for HE)	Director, Curriculum (with responsibility for HE) and HE Co-ordinator to check progress against success indicators.
● maintain a watching brief with regard to the discharge of its responsibilities for pre-course information, admissions and the precepts contained within the *Code of*	Ensure public information is accurate, relevant, current and accessible.	November 2010	HE Co-ordinator	No complaints.	Director, Curriculum (with responsibility for HE)	Director, Curriculum (with responsibility for HE) and HE Co-ordinator to check progress

Abingdon and Witney College action plan relating to the Summative review: October 2009

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
practice, Section 10: Admissions to higher education (paragraph 41)						against success indicators.
• review its public information approval process so that it incorporates all public information and ensures the consistent application of the Gender, Disability and Racial Equality Impact Assessment process (paragraphs 53, 54).	Include Equality and Diversity impact measures in the HE public information flowchart. Amend approval procedures to make explicit the consistent application of the Gender, Disability and Racial Equality Impact Assessment process.	April 2010	HE Co-ordinator	Public information passes scrutiny for promoting Equality and Diversity.	HE Steering Group	Director, Curriculum (with responsibility for HE) and HE Co-ordinator to check progress against success indicators.