



**QAA**

## **Integrated quality and enhancement review**

**Summative review**

October 2009

Carlisle College

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## **Preface**

The mission of the Quality Assurance Agency for Higher Education (QAA) is to safeguard the public interest in sound standards of higher education qualifications and to inform and encourage continual improvement in the management of the quality of higher education.

As part of this mission, QAA undertakes reviews of higher education provision delivered in further education colleges. This process is known as Integrated quality and enhancement review (IQER).

## **Purpose of IQER**

Higher education programmes delivered by further education colleges (colleges) lead to awards made by higher education institutions or Edexcel. The awarding bodies retain ultimate responsibility for maintaining the academic standards of their awards and assuring the quality of the students' learning opportunities. The purpose of IQER is, therefore, to safeguard the public interest in the academic standards and quality of higher education delivered in colleges. It achieves this by providing objective and independent information about the way in which colleges discharge their responsibilities within the context of their partnership agreements with awarding bodies. IQER focuses on three core themes: academic standards, quality of learning opportunities and public information.

## **The IQER process**

IQER is a peer review process. It is divided into two complementary stages: Developmental engagement and Summative review. In accordance with the published method, colleges with less than 100 full-time equivalent students funded by the Higher Education Funding Council for England (HEFCE) may elect not to take part in Developmental engagements, but all HEFCE-funded colleges will take part in Summative review.

## **Developmental engagement**

Developmental engagements explore in an open and collegial way the challenges colleges face in specific areas of higher education provision. Each college's first, and often their only, Developmental engagement focuses on student assessment.

The main elements of a Developmental engagement are:

- a self-evaluation by the college
- an optional written submission by the student body
- a preparatory meeting between the college and the IQER coordinator several weeks before the Developmental engagement visit
- the Developmental engagement visit, which normally lasts two days
- the evaluation of the extent to which the college manages effectively its responsibilities for the delivery of academic standards and the quality of its higher education provision, plus the arrangements for assuring the accuracy and completeness of public information it is responsible for publishing about its higher education
- the production of a written report of the team's findings.

To promote a collegial approach, Developmental engagement teams include up to two members of staff from the further education college under review. They are known as nominees for this process.

## Summative review

Summative review addresses all aspects of a college's HEFCE-funded higher education provision and provides judgements on the management and delivery of this provision against core themes one and two, and a conclusion against core theme three.

Summative review shares the main elements of Developmental engagement described above. Summative review teams, however, are composed of the IQER coordinator and QAA reviewers. They do not include nominees.

## Evidence

In order to obtain evidence for the review, IQER teams carry out a number of activities, including:

- reviewing the college's self-evaluation and its internal procedures and documents
- reviewing the optional written submission from students
- asking questions of relevant staff
- talking to students about their experiences.

IQER teams' expectations of colleges are guided by a nationally agreed set of reference points, known as the Academic Infrastructure. These are published by QAA and consist of:

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

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

## Outcomes of IQER

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

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

Differentiated judgements can be made where a team judges a college's management of the standards and/or quality of the awards made by one awarding body to be different from those made by another.

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



## Executive summary

### The Summative review of Carlisle 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/or 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 procedure followed for corrective action in response to issues raised by Edexcel external examiners
- the procedure followed for courses identified as at risk of failing to meet student retention and achievement targets
- the use of tracking software for records of personal tutorials to help ensure that students are receiving appropriate support.

### 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:

- produce a guide to higher education assessment practice for staff that includes a description of the College's responsibilities for the assessment of students for each of its awarding bodies
- develop a higher education teaching and learning strategy to help assure the continuing development of the quality of teaching and learning
- develop and implement a strategy to enable all staff teaching on higher education courses to engage with an appropriate level of scholarly activity and ensure that this is monitored and planned to inform the staff performance reviews process
- identify all of the public information items it is responsible for publishing, devise procedures to ensure the accuracy and completeness of this information and devise mechanisms for evaluating the effectiveness of these procedures.

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

- include student representation on the Higher Education Strategy Group to enable student views to inform its discussions about academic standards and quality
- implement its plans to review the alignment of its policies and procedures with the *Code of practice* to help assure the maintenance and enhancement of standards and quality

- implement its proposals for higher education professional development to help keep staff apprised of current higher education practice
- implement the proposed mechanisms for sharing good practice across the higher education provision to help enhance quality and standards
- develop a strategy for regular higher education lesson observations, which include the use of criteria relevant to higher education teaching and learning, and include a specific higher education focus to the work of the advanced practitioners team to help assure the quality of the higher education teaching and learning
- ensure a greater engagement of higher education teachers with the college virtual learning environment to help enhance the learning experience of students
- record minutes of meetings of the employer adviser forum, so that its discussions inform developments in employer engagement with courses for the benefit of students
- work towards providing a greater higher education focus to the accommodation used by higher education students to enhance their learning environment.



## 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 Carlisle College (the College). The purpose of the review is to provide public information about how the College discharges its responsibilities for the management and delivery of academic standards and the quality of learning opportunities available to students. The review applies to programmes which the College delivers on behalf of Edexcel, University of Central Lancashire, University of Cumbria and University of Sunderland. The review was carried out by Mrs Claire Blanchard, Mr Millard Parkinson, Mrs Sally Powell (reviewers) and Professor Rod Burgess (coordinator).

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

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

4 The College is a small college, serving the post-16 education and training needs of north Cumbria. The College's campus in Carlisle is the only general further education college within a 35-mile radius of Carlisle. The College offers mainly vocational programmes on a full-time, part-time day and evening basis. Approximately 67 per cent of students are aged 19 years or over, with higher education students accounting for less than 5 per cent of the overall student population. In 2008-09 there were 242 higher education students, of whom 68 were studying full-time and 174 studying part-time. Of the College's seven curriculum areas, three currently deliver higher education courses.

5 The College's 2009-10 higher education provision consists of the following courses (with the 2009-10 student enrolments in brackets):

### Edexcel

- HNC Computing, year 2 only (0)
- HNC/D Business, year 2 only (2)
- HNC Engineering - Electrical/Electronic, year 2 only (16)
- HNC Engineering - Mechanical & Production, year 2 only (13)
- HND Engineering - Instrumentation and Control (3)
- HND Engineering - Mechanical, top up (4)

### **University of Sunderland**

- BEng (Hons) Industrial Systems Engineering (6)

### **University of Central Lancashire**

- FdSc Computing (32)
- Advanced Certificate in Information Technology (0)
- Certificate in Information Technology (0)
- FD Health and Social Care (19)
- Certificate in Foundation Studies (0)
- Certificate in Education (42)
- Postgraduate Certificate in Education (0)
- Pre-Service Certificate in Education (13)
- Preparing to Teach in a Lifelong Learning Sector (0)
- Certificate to Teach in a Lifelong Learning Sector (0)
- FdSc Technology (23)

### **University of Cumbria**

- FdA Business and Management - first cohort (10)
- FdA Working with Children (0)
- FdA Accountancy - first cohort due in January 2010.

### **Partnership agreements with the awarding bodies**

6 The College has a Memorandum of Cooperation with the University of Sunderland for the BEng (Hons) Industrial Systems Engineering. The University of Central Lancashire programmes are covered by an institutional agreement between the College and the University, which includes a Memorandum of Cooperation. The Memorandum includes a detailed statement of the responsibilities of the University and the College in the delivery of services and student support for the programmes. The partnership agreement with the University of Cumbria is not expected to be available until September 2010. However, the College has Memoranda of Cooperation for the FdA Business and Management programme and the FdA Accountancy programme. For the Edexcel programmes, there is no formal agreement. The College is responsible for the delivery of the courses and student assessment against stated outcomes and assessment criteria. The programmes are subject to moderation by Edexcel external examiners.

### **Recent developments in higher education at the College**

7 The College has recently appointed to a new post of Director of Curriculum 14-19 and Higher Education, who reports directly to the Vice Principal for Curriculum and Quality. The Director has overall responsibility for monitoring quality and overseeing the development of higher education programmes within the College. New higher education

programmes introduced for 2009-10 include an FD in Technology, validated by the University of Central Lancashire, and an FD in Business and Management and an FdA in Accountancy, both validated by the University of Cumbria. These programmes will replace all of the existing Edexcel HNC/Ds in Engineering and in Business, respectively. Additionally, a new FD in Working with Children has been introduced, validated by the University of Cumbria.

### **Students' contribution to the review, including the written submission**

8 Students from the higher education courses at the College were invited to present a written submission to the team. A student submission was submitted with the College's self-evaluation. The student submission was the report of a focus group discussion with a small group of full and part-time higher education students. The discussion was led by the College's Learner Involvement Officer, who is also a student on the College's teacher training programme. A set of questions based around the core themes was used to focus the discussion. The team also heard student views during the visit.

## **B Evaluation of the management of HEFCE-funded higher education**

### **Core theme 1: Academic standards**

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

9 The recently appointed Director of Curriculum 14-19 and Higher Education has cross-college responsibility for the coordination and development of the College's higher education provision, including the monitoring of standards and quality of the provision. The Director reports to the Vice-Principal, Curriculum and Quality, and is a member of the College Executive Leadership Team. Staff reported that the Director has already had a positive impact on the higher education provision. Examples given include the development of the higher education strategic plan, the production of a programme of higher education staff development for 2009-10 and the establishment of a new partnership with the University of Cumbria. The team concludes that the appointment of the Director has provided a greater focus to the management of the College's higher education provision.

10 There are seven heads of curriculum, three of whom currently have higher education courses in their areas and who have operational responsibility for overseeing the academic standards and quality of these courses. Within each of these curriculum areas, each course has a course leader who reports to the respective head of curriculum and has day-to-day management responsibility for the standards and quality of the courses. The College's Quality and Staff Development Manager has cross-college responsibility for the quality assurance processes associated with all courses, including the higher education courses. This Manager and the heads of curriculum report to the Vice-Principal for Curriculum and Quality. Staff demonstrate a good understanding of the management responsibilities for standards and quality. The team concludes that there is a clear and well-understood management structure for the delegation of responsibilities for managing higher education standards and quality within the College.

11 The College committee structure has clear reporting arrangements between the committees, although the structure does not identify explicitly any committees within the curriculum areas such as course team meetings and examination boards for the Edexcel courses. The key committee for the oversight of management of standards and quality is the Higher Education Strategy Group, which was formed during the academic year 2008-09. The Director of Curriculum 14-19 and Higher Education is co-chair, with the Quality and Staff Development Manager, of this Group. Its membership includes the heads of curriculum, but there is no student representation. Staff reported that it has a clear plan of the strategic priorities for the College's higher education provision. It reports to the Executive Leadership Team, chaired by the Principal, which in turn reports to the Corporation Board's Teaching and Learning Committee, which has oversight of the quality and standards of all the College's provision. The team concludes that the creation of the Higher Education Strategy Group is providing an enhanced focus to the management of the higher education provision. The team also concludes that it is desirable for its membership to include student representation to ensure that student views contribute to its discussions.

### **What account is taken of the Academic Infrastructure?**

12 A key objective of the College's draft higher education strategy for 2009-11 is to further embed the Academic Infrastructure into the higher education provision. The College's Developmental engagement report recommended that staff should engage more with the Academic Infrastructure and also that programme specifications should be produced for the Edexcel courses. Staff attended a recent higher education conference organised jointly with the University of Cumbria which included a session on the Academic Infrastructure, including, in particular, the *Code of practice*. The College has developed a standard template for programme specifications, which has been used to produce programme specifications for all Edexcel courses. The College is planning to review all of its policies and procedures to ensure their alignment with the *Code of practice* during 2009-10. The team concludes that the College has made good progress with engaging staff more with the Academic Infrastructure, but that it is desirable for the College to implement its plans to review the alignment of its policies and procedures with the *Code of practice*.

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

13 The self-evaluation states that ideas for the development of new courses must align with the College's higher education development plan. These ideas are discussed initially with the Director of Curriculum 14-19 and Higher Education, who will seek evidence of potential market demand before liaising with the College's awarding bodies over the use of existing validated courses or the development of the new courses. For an existing course, the College's internal validation process considers the viability of the course from a college perspective before seeking approval from the respective awarding body to offer the course. New courses or variations to existing courses will normally be developed with a university partner. Staff report that some of the newly introduced Foundation Degrees were developed by the Cumbria Higher Learning Group, consisting of the University of Cumbria and its college partners.

14 The self-evaluation states that all College policies apply equally to its further and higher education courses. The College learning and assessment policy refers to an associated learning and assessment guidelines document, although it was reported that this document is currently under development. The College has four awarding bodies and the extent and

nature of the College's involvement in assessment activities varies significantly between the awarding bodies. There is no guide for staff on these different assessment practices. The team concludes that it is advisable that the College produces a guide to higher education assessment practice for staff.

15 Each external examiner report is reviewed by the Quality and Staff Development Manager, who ensures that the respective course leader and head of curriculum have an action plan to address issues raised by the external examiner. A recommendation arising from the Developmental engagement related to the need to establish systematic and timely responses to issues raised by external examiners, particularly for Edexcel courses. In response, the College has enhanced its process for dealing with issues identified by external examiners by introducing a system of 'corrective action requests', which are sent to the respective course leader and head of curriculum. Progress on these is requested on a regular basis at the Higher Education Strategy Group meetings. The team identifies this enhanced process as a feature of good practice.

16 The self-evaluation reports that some courses are using the College's online tracking system to track formative assessment. This is in response to a recommendation from the Development engagement to introduce more formal tracking and recording of formative assessment. Another Developmental engagement recommendation was to make the links between assessment tasks, module intended learning outcomes and assessment criteria explicit on assignment briefs. A checklist for assignment briefs that addresses this issue has been produced. A further recommendation from the Developmental engagement was the need to supplement standard feedback templates to provide more comprehensive feedback to students on their work. In response, the College has developed a supplementary self-assessment and feedback sheet based upon the good practice identified in some courses during the Developmental engagement. This supplementary sheet ensures that feedback contains clear reference to intended learning outcomes and assessment criteria, and also introduces students to self-assessment of their own work. The team concludes that positive action has been taken on these Developmental engagement recommendations.

17 The College has an annual procedure to identify courses at risk of failing to meet retention and achievement targets. The procedure has been extended to include other criteria of potential poor performance, such as attendance and student survey data, to determine which courses may be at risk. The course leaders have access to the data being used to ensure its accuracy. A course identified as being at risk is required to produce an action plan, and implementation of this is monitored by the Quality and Staff Development Manager, who will also monitor the performance of the course during the following year to ensure improvement is taking place. The team concludes that this is a feature of good practice.

18 The self-evaluation reports that the College's internal processes for annual monitoring and evaluation of the higher education courses have been revised during 2008-09 to be more specific to higher education. The Edexcel courses are required to use the new higher education self-evaluation report template for documenting the outcomes of annual monitoring, whereas all other courses are expected to use the new self-evaluation process to inform the production of the annual monitoring reports required by their respective university awarding body. A further change to the annual monitoring process is that the new annual monitoring process culminates with the production of a combined higher education courses self-evaluation report. The team concludes that the moves to make annual monitoring more consistent across all of the courses and to introduce an annual self-evaluation of the higher education provision, as a whole, are positive developments.

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

19 A recommendation arising from the Developmental engagement related to the provision of staff development opportunities in the area of student assessment. The recent higher education conference (referred to in paragraph 12) included a session on assessment practices in higher education. The Director of Curriculum 14-19 and Higher Education has produced an initial plan for higher education professional development for this academic year. This plan includes two half-day higher education training events, with suggested topics that include embedding the Academic Infrastructure and the annual course self-evaluation process. It also includes a proposal for another higher education conference organised by the University of Cumbria. Staff reported that other staff development opportunities are available through each of the university partners. The team concludes that it is desirable for the College to implement its proposals for higher education professional development in 2009-10.

20 Another Developmental engagement recommendation asked the College to consider introducing mechanisms to identify and share good practice across the higher education provision. Staff explained that the higher education strategy group provides the focus for identifying good practice, primarily through the annual monitoring process, and this good practice would then be disseminated through both the annual higher education conference and a proposed staff portal on the College's virtual learning environment. The team concludes that it is desirable that the College implements its proposals for the identification and dissemination of good practice across the higher education provision.

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

**Core theme 2: Quality of learning opportunities**

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

21 The responsibilities for managing the quality of learning opportunities for the higher education programmes are the same as for managing academic standards, as described in paragraphs 9 and 10. There are other committees additional to those described in paragraph 11 involved in the management of the quality of learning opportunities that include the Higher Education Staff Development Working Group and the recently established Higher Education Resources Working Group. Both of these working groups provide advice to the Higher Education Strategy Group on the provision of staff development and learning resources, respectively.

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

22 The process for the annual monitoring of courses, described in paragraph 18, includes an evaluation of both the quality of learning opportunities, as well as academic standards.

23 The College has a number of processes to obtain the views of the higher education students on their experiences of the College and their course. These include a survey of student perceptions of their course (SPOC) using a questionnaire, College focus group meetings and course group tutorials. There are also cross-college suggestion boxes. Staff reported that, in light of the relatively poor response to the 2008-09 student perceptions questionnaire, it is planned to subdivide the questionnaire into three parts, covering pre-course information, learning opportunities and feedback on assessment, and distribute the parts throughout the year, one per term. The analysis of the responses to the student perception questionnaires feeds into the annual course self-evaluations and contributes to the process of identifying courses at risk (see paragraph 17). Any issues arising from the course group tutorials are expected to be followed up by the respective tutor and actions taken reported back to the students at the next tutorial. Students confirmed that this happens. Actions on issues arising from postings to the suggestions box are communicated to students through prominently displayed notices throughout the College. The team concludes that the College has effective mechanisms to obtain student views on the College and its courses, to respond to issues raised by them and to report back to students on the actions taken.

24 The student representative on the Corporation Board also sits on the Board's Teaching and Learning Committee. Presently, this student is a further education student. Student representatives attend course team meetings, but there are no student representatives on the Higher Education Strategy Group (see paragraph 11). The team considers it desirable that student representation on key committees be improved, in particular on the Higher Education Strategy Group.

#### **What account is taken of the Academic Infrastructure?**

25 The use of the Academic Infrastructure by the College in managing the quality of opportunities and academic standards is addressed in paragraph 12.

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

26 The College learning and assessment policy applies equally to the higher education and the further education provision. This policy refers to an associated document entitled Learning and Assessment Guidelines, which is still under development. There is no explicit higher education teaching and learning strategy. The team concludes that it would be advisable for the College to develop such a strategy to help assure the quality of teaching and learning.

27 The College has a well-defined process of annual lesson observations involving all full-time and most part-time teachers. There is a team of trained observers who include observers from other local colleges. During the last year, eight of the 20 staff teaching on higher education courses were observed giving higher education lessons. Staff explained that a greater proportion of all higher education lessons were observed than further education lessons. There is no strategy for ensuring that all staff teaching higher education courses are observed regularly giving higher education lessons. The team concludes that it would be desirable for the College to have a strategy for regular higher education lesson observations, which include the use of criteria relevant to higher education teaching and learning, to help assure the quality of teaching and learning.

28 The College has made a significant investment over the last two years in improving teaching and learning by appointing a team of advanced practitioners. This team provides support to teaching staff from across the College, on either an individual or a group basis, through a variety of activities such as one-to-one coaching and skills and resources workshops. Staff report that, as an outcome of lesson observations, a teacher may be referred to the team for support. The self-evaluation reports that four of the higher education teaching staff have been supported by the advanced practitioner team over the past year, and their most recent lesson observation grades have improved. The team concludes that the advanced practitioner team is having a positive impact on teaching and learning, although the extent to which the activities of the team have a higher education focus is unclear.

29 The College's draft higher education strategy 2009-12 includes a key objective to further develop e-learning to ensure the best possible experience for students. The College's information and learning technology strategy target for 2008-09 was that all schemes of work will be on the virtual learning environment and linked to resources. Student comments indicate that use by staff of the College virtual learning environment is extremely variable, with some courses making effective use of it and others using it only to post materials, which duplicate the paperwork already given to them. Staff acknowledge that usage of the virtual learning environment is variable across courses and staff within courses. The team concludes that it is desirable for the College ensure a greater engagement of higher education teachers with the College virtual learning environment.

30 The self-evaluation makes no mention of the scholarly activities of staff, although a key objective of the draft higher education strategy is to support the scholarly activity of staff. The University of Sunderland's BEng (Hons) Industrial Systems Engineering collaborative annual monitoring report for 2007-08 mentions that it is difficult for staff to engage in research and scholarly activities because of their high teaching workloads. Submissions from staff about their scholarly activities indicate that some staff are engaging with relevant scholarly activities such as applied research, industrial secondment, consultancy and external conference attendance. During a discussion with staff it emerged that there was no systematic approach to encouraging and supporting scholarly activity for higher education teaching staff. Engagement in scholarly activity is left to individual initiative. Time for scholarly activity is normally only recognised in the workload of staff as part of the standard 30 hours for continuing professional development that all College staff receive, although an example was given of additional time being given to one teacher. The team concludes that it is advisable that the College develops and implements a strategy to ensure that all higher education teaching staff engage with an appropriate level of scholarly activity and that staff's scholarly activities should be monitored and planned during the staff performance reviews process.

31 A key objective of the College's draft higher education strategy relates to the engagement of employers in the development and delivery of the curriculum. Each curriculum area has an employer adviser, who is also a member of the College Employer Adviser Forum. Meetings of this forum include a range of topics, including discussion of education opportunities and career development, but at present no written record is maintained of the meetings. Staff and students report that there are well-developed links with local employers, for example in teacher education and health and social care. An employer described his strong and developing link with FdSc Computing. The team concludes that it is desirable that minutes be kept of meetings of the Employer Adviser Forum, both to inform the work of the Higher Education Strategy Group and to provide a record for those advisers unable to attend.



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

32 The College's Student Support Services unit provides advice and guidance to students about careers and finance and counselling support. Student Support Services also liaise with the College's Learner Support Department to coordinate support for learners with learning difficulties and/or disabilities. New students receive a useful and comprehensive guide to these services. Students are aware of this unit and the services it offers, and mentioned in particular the literacy and numeracy support provided. Staff report that the College has been awarded the matrix accreditation standard for the quality of its student support Services. The unit is also required to undertake annual self-assessment. The team concludes that the student support services unit is effective in supporting students.

33 The self-evaluation reports that there is a specific induction for new higher education students. Induction guidelines for staff include a checklist of the activities that must take place, and staff are required to sign-off the checklist at the end of induction. Students report that induction is generally helpful with detailed information about their course, the College, and links with awarding bodies. The team concludes that student induction is effective.

34 The College reports that there has been variability in the provision of one-to-one student progress reviews, through the personal tutorial system. This is being addressed in 2009-10 by formalising the process and ensuring that each student has an entitlement to a minimum tutorial involvement, as required by the College's personal tutorial policy. Each student is allocated a personal tutor, who is usually the course leader. As well as regular one-to-one progress reviews, the tutorial system includes group tutorials, during which students are able to give their views on the course. Staff report that personal tutorial meetings are being recorded and tracked using a computer-based tracking system. Students reported that the support they receive through personal tutorials is effective. The team concludes that the new system for recording and tracking personal tutorials is good practice, because it enables the College to assure itself that students are being supported effectively.

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

35 The College's staff development policy states that it aims to support and develop its staff, to ensure the strategic aims and operational priorities and targets are achieved. Individual staff development needs are identified in a variety of ways, including as an outcome of staff performance reviews and lesson observations. Alongside individual activities, there are cross-college continuing professional development activities which address corporate needs. In 2008-09, these included topics such as e-learning technologies, active learning and the College's online student tracking system. Additional staff development opportunities are provided through the work of the advanced practitioner team described in paragraph 28, and staff development specific to higher education staff has already been described in paragraph 19. The team concludes that the College has arrangements for staff development relevant to the quality of learning opportunities.

### **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?**

36 The College has appropriate systems for the appointment and induction of new staff and for annual staff performance review. The process for the recruitment and selection of new staff includes the provision of information on the three-month induction timetable to the successful candidate. Staff report that new staff who are expected to teach on higher education courses are appointed, using the University of Central Lancashire's criteria

because, in the case of staff teaching on its courses, the University has to approve them. Staff curricula vitae confirm that staff have appropriate levels of qualification and experience. The process for staff performance reviews is well documented through an outline flowchart and a detailed procedure. The team concludes that the College has in place appropriate procedures for both the appointment and induction of new staff and regular staff performance review.

37 The self-evaluation states that students on many of the higher education courses benefit from excellent teaching and learning resources. Staff report that there is no teaching or social accommodation, which is used exclusively by higher education students, although some of the specialist equipment in engineering is for their exclusive use. Students report that overall the physical resources are satisfactory, although some engineering students are concerned that they could not use some equipment outside of lessons. There is also an efficient system for obtaining materials from the University of Central Lancashire's learning resources centre. At the time of the inspection, one of the College's buildings was out of commission, in the expectation of receiving capital funding that had been earmarked for its refurbishment. However, the funding has been unexpectedly withdrawn. Hence, the College has had to rent other accommodation nearby, necessitating movement of staff and students. Students report that the College had kept them informed through course leaders. The team concludes that it is desirable for the College to work towards providing a greater higher education focus to the accommodation used by the higher education students.

38 The College has recently established a higher education resources working group, whose role will be to advise the higher education strategy group on recommendations for higher education resources and their implementation. Staff report that there is a rolling capital expenditure programme for updating resources. Course leaders are able to submit bids for new resources for their courses through their respective head of curriculum. The team concludes that the College has systems to ensure that there are appropriate resources to facilitate learning opportunities.

**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?**

39 The self-evaluation and other documents identify information that the College has a role in producing, including publicity materials and information given to students. These items do not include all information provided to students, such as the learning materials on the College's virtual learning environment, or information provided to employers, such as that on work-based learning. Staff acknowledge that they had not fully understood what constitutes public information. The team, concludes that it is advisable that the College identifies all of the public information items it is responsible for publishing to students and other external stakeholders.

**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?**

40 For all courses validated by the three university awarding bodies, the self-evaluation states that the course handbooks and the course descriptions used in promotional materials are reviewed and approved annually by the respective university. The College has devised a standard contents checklist for course handbooks. The College internal verification process uses a checklist for the content of assignment briefs and this is used for the Edexcel courses. The team concludes that these checklists are useful in supporting the respective processes for assuring the completeness of information provided.

41 The College has a procedure for updating course leaflets and website fact sheets and ensuring an adequate supply of course leaflets for marketing purposes. The process also includes a check on both the completeness and accuracy of the course descriptions within the leaflets and fact sheets. The College also has processes for checking the accuracy and completeness of both students' Edexcel awards and grades, by requiring them to be signed-off by both the course leader and internal verifier, and for assignment briefs through the internal verification process. Staff report that processes for checking relevant information, such as course handbooks, are not documented. The team concludes that it is advisable that the College devise rigorous procedures to ensure the accuracy and completeness of the published information for which it is responsible.

42 The College's student perception questionnaire includes a question about the accuracy of the pre-course information given to students. Students report that they are provided with useful and relevant information. The new annual self-evaluation process for higher education courses includes a requirement that each course team evaluates its public information, such as promotional materials, student handbooks, module guides and assessment information, although not, explicitly, its accuracy and completeness. The team concludes that it is advisable that the College devise mechanisms for evaluating the effectiveness of all College processes for ensuring the accuracy and completeness of all of its published information.

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

## **C Summary of findings from the Developmental engagement in assessment**

43 The Developmental engagement visit took place on 24 and 25 June 2008. The lines of enquiry for the Developmental engagement agreed with the College in advance of the team's visit were:

**Line of enquiry 1:** the quality of feedback to students on formative and summative assessment

**Line of enquiry 2:** the effectiveness and relevance of work-based learning assessment

**Line of enquiry 3:** the quality of the preparation of students for assessment processes.

44 The good practice reported included: some tutors providing more comprehensive feedback by either enhancing the standard feedback template or using a supplementary sheet; in some programmes, assignment briefs including explicit reference to module

learning outcomes and assessment criteria for the benefit of students; the student programme handbook for FD Health and Social Care including very clear information on programme intended learning outcomes, assessment criteria and work-based learning; the clear and comprehensive placement supervisors' handbook for the FD Health and Social Care, and the collaborative arrangements with the University of Central Lancashire for ensuring the accuracy of programme handbooks.

45 Recommendations reported included: ensuring systematic and timely responses to issues raised by external examiners; producing programme specifications for all Edexcel programmes; encouraging teaching staff to engage more with the Academic Infrastructure; either revising or supplementing standard feedback templates to provide more comprehensive feedback to students; making the links between assessment tasks, module intended learning outcomes and assessment criteria more explicit on both assignment briefs, and in the written feedback given on students' work; introducing more formal tracking and recording of formative assessment; enhancing the information given to mentors and observers on the teacher training programmes; improving the written and oral communication of programme intended learning outcomes to students; ensuring that all programmes are implementing the College's policy on tutorial support and are maintaining formal tutorial records; introducing mechanisms to identify and share good practice across the higher education provision; enhancing the staff development opportunities in the area of student assessment; including programme intended learning outcomes in all programme handbooks, and making the links between module intended learning outcomes, teaching and learning, assessment tasks and assessment criteria more explicit for students in module descriptors, and on assignment briefs.

## **D Foundation Degrees**

46 The College currently offers the following Foundation Degrees:

### **University of Central Lancashire**

- FdSc Computing
- FD Health and Social Care
- FdSc Technology

### **University of Cumbria**

- FdA Business and Management (first cohort)
- FdA Working with Children (Not recruited)
- FdA Accountancy (first cohort - Jan 2010).

47 The College's higher education strategic development plan 2009-10 refers to the development of routes within the existing FdA Business and Management course in holistic therapies, salon management, construction management, food production and technology, sports and leisure management, health-related exercise and fitness, project management and accounting.

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

- the procedure followed for courses identified as at risk of failing to meet student retention and achievement targets (paragraph 17)
- the use of tracking software for records of personal tutorials to help ensure that students are receiving appropriate support (paragraph 34).

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

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

- to produce a guide to higher education assessment practice for staff that includes a description of the College's responsibilities for the assessment of students for each of its awarding bodies (paragraph 14)
- to develop a higher education teaching and learning strategy to help assure the continuing development of the quality of teaching and learning (paragraph 26)
- to develop and implement a strategy to enable all staff teaching on higher education courses to engage with an appropriate level of scholarly activity and ensure that this is monitored and planned to inform the staff performance reviews process (paragraph 30)
- to identify all of the public information items it is responsible for publishing, devise procedures to ensure the accuracy and completeness of this information and devise mechanisms for evaluating the effectiveness of these procedures (paragraphs 39, 41, 42).

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

- to include student representation on the Higher Education Strategy Group to enable student views to inform its discussions about academic standards and quality (paragraphs 11, 24)
- to implement its plans to review the alignment of its policies and procedures with the Code of practice to help assure the maintenance and enhancement of standards and quality (paragraph 12)
- to implement its proposals for higher education professional development to help keep staff apprised of current higher education practice (paragraph 19)
- implement the proposed mechanisms for sharing good practice across the higher education provision to help enhance quality and standards (paragraph 20)
- to develop a strategy for regular higher education lesson observations, which include the use of criteria relevant to higher education teaching and learning, and include a specific higher education focus to the work of the advanced practitioners team to help assure the quality of the higher education teaching and learning (paragraphs 27, 28)
- to ensure a greater engagement of higher education teachers with the College virtual learning environment to help enhance the learning experience of students (paragraph 29)
- to record minutes of meetings of the employer adviser forum, so that its discussions inform developments in employer engagement with courses for the benefit of students (paragraph 31)

- to work towards providing a greater higher education focus to the accommodation used by higher education students to enhance their learning environment (paragraph 37).

## **E Conclusions and summary of judgements**

50 The Summative review team has identified a number of features of good practice in Carlisle 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 Edexcel, University of Sunderland, University of Central Lancashire and University of Cumbria.

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

- the procedure followed for corrective action in response to issues raised by Edexcel external examiners (paragraph 15)
- the procedure followed for courses identified as at risk of failing to meet student retention and achievement targets (paragraph 17)
- the use of tracking software for records of personal tutorials, to help ensure that students are receiving appropriate support (paragraph 34).

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

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

- to produce a guide to higher education assessment practice for staff that includes a description of the College's responsibilities for the assessment of students for each of its awarding bodies (paragraph 14)
- to develop a higher education teaching and learning strategy, to help assure the continuing development of the quality of teaching and learning (paragraph 26)
- to develop and implement a strategy to enable all staff teaching on higher education courses to engage with an appropriate level of scholarly activity, and ensure that this is monitored and planned to inform the staff performance reviews process (paragraph 30)
- identify all of the public information items it is responsible for publishing, devise procedures to ensure the accuracy and completeness of this information and devise mechanisms for evaluating the effectiveness of these procedures (paragraphs 39, 41, 42).

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

- to include student representation on the Higher Education Strategy Group to enable student views to inform its discussions about academic standards and quality (paragraphs 11, 24)
- to implement its plans to review the alignment of its policies and procedures with the Code of practice, to help assure the maintenance and enhancement of standards and quality (paragraph 12)

- to implement its proposals for higher education professional development, to help keep staff apprised of current higher education practice (paragraph 19)
- to implement the proposed mechanisms for sharing good practice across the higher education provision to help enhance quality and standards (paragraph 20)
- to develop a strategy for regular higher education lesson observations, which include the use of criteria relevant to higher education teaching and learning, and include a specific higher education focus to the work of the advanced practitioners team to help assure the quality of the higher education teaching and learning (paragraphs 27, 28)
- to ensure a greater engagement of higher education teachers with the college virtual learning environment to help enhance the learning experience of students (paragraph 29)
- to record minutes of meetings of the Employer Adviser Forum, so that its discussions inform developments in employer engagement with courses for the benefit of students (paragraph 31)
- to work towards providing a greater higher education focus to the accommodation used by higher education students to enhance their learning environment (paragraph 37).

53 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.

54 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.

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

Carlisle 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 <b>good practice</b> that are worthy of wider dissemination within the College:							
<ul style="list-style-type: none"> <li>the procedure followed for corrective action in response to issues raised by Edexcel external examiners (paragraph 15)</li> </ul>	<ul style="list-style-type: none"> <li>Continue to produce and monitor Corrective Action Reports (CAR's) to address External Examiner comments for Edexcel programmes</li> <li>Introduce procedure for all HE courses where possible, in order to identify specific</li> </ul>	Ongoing	QM/Dir HE/Course Teams	Reports in place (Adminet) and monitored via Quality team and HE Strategy group	VP Q&C T&L committee	QM EE reports to T&L committee.	
		2010/2011		CAR's in place for all EE reports / programmes	VP Q&C	Impact of monitoring on success and QA	



Carlisle 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
	college actions from External Examiner (EE) reports					
<ul style="list-style-type: none"> <li>the procedure followed for courses identified as at risk of failing to meet student retention and achievement targets (paragraph 17)</li> </ul>	<ul style="list-style-type: none"> <li>Maintain 'At Risk' course monitoring and review procedure</li> <li>Disseminate to other Cumbrian FE College HE teams</li> </ul>	<p>Ongoing</p> <p>As part of HE review and sharing best practice during 2010</p>	<p>QM/Dir HE/Course Teams</p> <p>Dir HE</p>	<p>HE 'At Risk' courses continue to be part of annual review procedures</p> <p>Discussion taken place and information disseminated to other HE managers</p> <p>Improvements in course success and outcomes</p>	<p>VP Q&amp;C T&amp;L Committee</p>	<p>QM - Success rate reports to T&amp;L committee and HE Strategy group</p>

Carlisle 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
<ul style="list-style-type: none"> <li>the use of tracking software for records of personal tutorials to help ensure that students are receiving appropriate support (paragraph 34)</li> </ul>	<ul style="list-style-type: none"> <li>Maintain and further embed Pro-monitor or alternative on-line formative tracking software system</li> </ul>	Ongoing	QM/Dir HE/Course Teams/Student Support Services Team	Fully embedded and integrated on-line tracking system of support, formative and summative assessment in place	VP Q&C HE Strategy group	Feedback via learner voice activity, SPOC and Focus and Groups

Carlisle College action plan relating to the Summative review: October 2009						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<p>The team agreed a number of areas where the College should be advised to take action:</p> <ul style="list-style-type: none"> <li>produce a guide to higher education assessment practice for staff that includes a description of the College's responsibilities for the assessment of students for each of</li> </ul>	<ul style="list-style-type: none"> <li>Production of HE Assessment Practice guide (To include responsibilities for the assessment of</li> </ul>	Sept 2010	QM/Dir HE HE Strategy group	Assessment Guide in place	ELT HE Strategy group	Feedback from teams and tutors via course appraisal/evaluation process

Carlisle College action plan relating to the Summative review: October 2009						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
its awarding bodies (paragraph 14)	students for the various awarding bodies)					
<ul style="list-style-type: none"> <li>develop a higher education teaching and learning strategy to help assure the continuing development of the quality of teaching and learning (paragraph 26)</li> </ul>	<ul style="list-style-type: none"> <li>Production of a college Teaching and Learning Strategy (To include HE section)</li> </ul>	May 2010	T&L team/HE Dir	Teaching and Learning Strategy in place	ELT / Corporation Board T&L committee	Assessed via Annual appraisal / evaluation process via T&L Action planning and monitored through obs process
<ul style="list-style-type: none"> <li>develop and implement a strategy to enable all staff teaching on higher education courses to engage with an appropriate level of scholarly activity and ensure that this is monitored and planned to inform the staff performance reviews process (paragraph 30)</li> </ul>	<ul style="list-style-type: none"> <li>Develop strategy to enable HE staff to engage in valid scholarly activity</li> <li>Implement Strategy across organisation</li> </ul>	July 2010  Sept 2010	JSCNC/Dir HE/QM/MP Q&C	Strategy in place  Strategy Implemented	ELT  ELT	Monitored and evaluated via CPD outcomes for staff and classroom T&L activity

Carlisle College action plan relating to the Summative review: October 2009						
Advisable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> <li>● identify all of the public information items it is responsible for publishing, devise procedures to ensure the accuracy and completeness of this information and devise mechanisms for evaluating the effectiveness of these procedures (paragraphs 39, 41, 42)</li> </ul>	<ul style="list-style-type: none"> <li>● Identify Public Information items</li> <li>● Devise procedure to ensure accuracy and completeness</li> <li>● Devise mechanism for evaluation of effectiveness of procedures (Annual Audit process to include partner contributions)</li> </ul>	<p>April 2010</p> <p>May 2010</p> <p>Aug 2010</p>	<p>Dir HE</p> <p>QM/Marketing</p> <p>QM/Dir HE</p>	<p>Public Information items identified</p> <p>Procedure in place</p> <p>Mechanism for the effectiveness of procedures in place</p>	<p>HE Strategy group</p> <p>ELT</p> <p>ELT</p>	<p>Via course appraisal and annual evaluation process. Use of SPOC, audit and learner/ employer feedback</p>

Carlisle 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 <b>desired</b> to take action:						
<ul style="list-style-type: none"> <li>include student representation on the Higher Education Strategy Group to enable student views to inform its discussions about academic standards and quality (paragraphs 11, 24)</li> </ul>	<ul style="list-style-type: none"> <li>Identify student for inclusion on HE Strategy group</li> <li>Invite student to attend HE Strategy group</li> </ul>	<p>March 2010</p> <p>Next available meeting (Post March 2010)</p>	<p>Student involvement officer/QM/Dir HE QM/ Dir HE</p>	<p>Student identified</p> <p>Student invited to all future meetings</p>	<p>Student Committee, HE Strategy ELT</p>	<p>Impact via student survey (SPOC), feedback and focus groups</p>
<ul style="list-style-type: none"> <li>implement its plans to review the alignment of its policies and procedures with the <i>Code of practice</i> to help assure the maintenance and enhancement of standards and quality (paragraph 12)</li> </ul>	<ul style="list-style-type: none"> <li>Add relevant 'Code of Practice' impact assessment to Policy and Procedure update protocols</li> <li>Undertake 'Code of Practice' impact assessments</li> </ul>	<p>Jan 2010</p> <p>Jan 2010 Onwards</p>	<p>QM/Dir HE</p> <p>Cross College</p>	<p>Impact Assessment section for HE 'Code of Practice' present</p> <p>HE 'Code of Practice' impact assessments taking place</p>	<p>HE Strategy group</p>	<p>Annual audit process</p>

Carlisle College action plan relating to the Summative review: October 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	<ul style="list-style-type: none"> <li>● Embed 'Code of Practice' statements into all relevant policies and procedures</li> </ul>	Ongoing	All organisational members	HE 'Codes of Practice' embedded across organisational policies and procedures		
<ul style="list-style-type: none"> <li>● implement its proposals for higher education professional development to help keep staff apprised of current higher education practice (paragraph 19)</li> </ul>	<ul style="list-style-type: none"> <li>● Attendance and research into regional / national HE developments</li> <li>● Plan a schedule of dissemination events</li> <li>● Appraise staff of developments</li> <li>● Feedback / evaluate impact of activity annually</li> </ul>	<p>Jan 2010</p> <p>Jan 2010</p> <p>Ongoing (In line with schedule)</p> <p>July 2010</p>	<p>QM/Dir HE/HE Staff</p> <p>QM/Dir HE/HE Staff</p> <p>QM/Dir HE/HE Staff</p> <p>HE Strategy group</p>	<p>Organisational attendance at key HE events</p> <p>Annual schedule of HE dissemination events in place as part of HE conference and Staff development activity</p> <p>Process embedded in annual planning cycle</p>	HE Strategy Group	<p>Staff and tutor feedback and evaluation process as part of conference and collaborative events</p>

Carlisle College action plan relating to the Summative review: October 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> <li>implement the proposed mechanisms for sharing good practice across the higher education provision to help enhance quality and standards (paragraph 20)</li> </ul>	<ul style="list-style-type: none"> <li>Core elements as above</li> <li>Include development of Cumbrian HE conference and dissemination event in association with other Cumbrian Colleges and the University of Cumbria</li> </ul>	<p>As above</p> <p>July 2010</p>	<p>As above</p> <p>Dir HE</p>	<p>As above</p> <p>Cumbrian Conference dissemination event planned and in place for July 2010</p>	<p>HE Strategy group</p>	<p>Ongoing evaluation of impact as part of annual review process and course appraisal / evaluation</p>
<ul style="list-style-type: none"> <li>develop a strategy for regular higher education lesson observations, which include the use of criteria relevant to higher education teaching and learning, and include a specific higher education focus to the work of the advanced practitioners</li> </ul>	<ul style="list-style-type: none"> <li>Develop criteria for observation of HE lessons</li> <li>Outline a strategy to include an appropriate</li> </ul>	<p>March 2010</p>	<p>QM/Obs Team/Dir HE</p>	<p>Proportional HE specific Lesson obs take place as part of observation process</p> <p>ATP identified</p>	<p>T &amp; L Committee</p>	<p>Monitoring process, annual course and HE appraisal/ evaluation. Report to T&amp;L Committee</p>

Carlisle College action plan relating to the Summative review: October 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
team to help assure the quality of the higher education teaching and learning (paragraphs 27, 28)	proportion of HE specific lesson observations in the college observation schedule	April 2010	ATP Lead/Dir HE	Specialist schedule in place		
	<ul style="list-style-type: none"> <li>Identify appropriate ATP to work with HE tutors</li> </ul>					
	<ul style="list-style-type: none"> <li>Develop specialist schedule of ATP activity related to HE delivery</li> </ul>	May 2010	ATP Lead/ATP specialist	Specialist HE L&T activity available to all HE tutors		
	<ul style="list-style-type: none"> <li>Work with HE tutors to continue to improve L&amp;T within HE programme delivery</li> </ul>	Ongoing	ATP Specialist	(Increase in proportion of HE lessons observed graded as good or better)		



Carlisle College action plan relating to the Summative review: October 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> <li>ensure a greater engagement of higher education teachers with the college virtual learning environment to help enhance the learning experience of students (paragraph 29)</li> </ul>	<ul style="list-style-type: none"> <li>Plan and provide training to staff on use of VLE as part of conference, with opportunity to model and share best practice existing within the college and elsewhere</li> </ul>	Ongoing	QM/Dir HE/Course Team	Greater use of VLE as part of delivery strategy and monitoring of learner progress. Evident within lesson observations and learner feedback	ILT Strategy group	Annual audit of activity and utilisation with learners via feedback mechanisms and annual appraisal
<ul style="list-style-type: none"> <li>record minutes of meetings of the employer adviser forum, so that its discussions inform developments in employer engagement with courses for the benefit of students (paragraph 31)</li> </ul>	<ul style="list-style-type: none"> <li>Record minutes of employer forum meetings</li> <li>Use employer feedback to inform curriculum delivery and design</li> </ul>	Ongoing  Ongoing	Principal  QM/Dir HE/HoC's	Minutes in place  Curriculum design and validation of programme informed by employer comments	HE Strategy group	Annual monitoring process to support curriculum design and delivery models

Carlisle College action plan relating to the Summative review: October 2009						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> <li>work towards providing a greater higher education focus to the accommodation used by higher education students to enhance their learning environment (paragraph 37).</li> </ul>	<ul style="list-style-type: none"> <li>Maintain HE as priority group within college</li> </ul>	Ongoing	QM/Dir HE	Profile of HE maintained across organisation	HE Strategy group	Annual monitoring of estates, resources and utilisation
	<ul style="list-style-type: none"> <li>Identify HE resources within college</li> </ul>	April 2010	QM/Dir HE/Resources sub group	Resources identified and developed as necessary	HE Strategy group	
	<ul style="list-style-type: none"> <li>Identify potential HE areas within estates</li> </ul>	As part of resources strategy and new build (Throughout 2010)	QM/Dir HE/Resources sub group	HE appropriate estates elements identified		

**Key to acronyms:**

- QM = College Quality Manager
- Dir HE = Director of Higher Education
- T & L Committee = Teaching and Learning Committee
- FE = Further Education
- SPOC - Student Perception of Course Questionnaire
- JSCNC = Joint Staff Consultative Negotiating Committee
- Obs = Observation
- VLE = Virtual Learning Environment
- HoC's = Heads of Curriculum
- VP Q&C = Vice Principal (Quality and Curriculum)
- Adminet = College On-line admin system
- QA = Quality Assurance
- Pro-monitor = On-line ILP and learner tracking system
- ELT - Executive Leadership Team
- CPD = Continuous Professional Development
- ATP = Advanced Teaching Practitioner
- ILT = Information Learning Technology

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