QAA

Integrated quality and enhancement review

Summative review

January 2010

Bradford College

SR58/2010

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 Bradford College carried out in January 2010

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 work of the Quality Improvement and Performance Unit in supporting and enhancing the management and delivery of higher education

- the new process of annual course evaluation, with its emphasis on, in particular, the student voice and resource requirements

- the formation and operation of Higher Education Peer Groups/Action Learning Sets

- the College's well-organised methods of collecting student feedback, which include the involvement of the Students' Union, and its responsiveness to the student voice

- the success of the College's efforts to establish effective working relationships with employers to inform the curriculum and provide work-related learning experiences for students

- the high level of accessibility and support provided for students by staff

- the effective development of the College's learning portal, and its use to support student learning, especially exemplified in the law and ophthalmic dispensing programmes

- the highly informative and comprehensive course information and promotional material prepared for full-time students

- the advances made in the development of the College's website and the high quality of information available.

Recommendations

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

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

- explore the possibility of further streamlining its reporting procedures on standards and quality in order to minimise duplication and associated bureaucracy

- continue to develop the work-based learning policy and ensure that it is embedded across all programmes

- provide additional information for prospective part-time students, employers and their employees, in particular regarding Foundation Degrees.

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 Bradford 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 Leeds Metropolitan University (the University) and Edexcel. The review was carried out by Mr Kevin Burnside, Ms Ann Kettle and Ms Angela Maguire (reviewers), and Mr Philip Markey (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*, published by QAA. Evidence in support of the Summative review included documentation supplied by the College and the awarding body, including the College's Higher Education Strategy, the Higher Education Quality Improvement Plan, the Work-based Learning/Placement Policy, annual monitoring reports and validation reports. Evidence was used from meetings with staff, students and employers, and from reports of reviews by QAA and 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 one of the largest colleges in the further education sector, with 13,000 further education students and over 3,500 higher education students. It offers a wide range of programmes at both levels. Its mission is 'To help students from the region, nationally and internationally achieve their potential and make a rewarding and positive contribution to their own communities'. The higher education programmes are directly funded by HEFCE. The College is a strategic partner of the University and is a member of the West Yorkshire Lifelong Learning Network. Degree-level programmes were established in the mid 1970s under the Council for National Academic Awards.

5   The College is situated in the centre of the city and operates from 16 buildings. The higher education provision is located mainly in its Old Building, Trinity Green, and the Lister and McMillan buildings. The higher education provision is delivered through 12 programme areas that are organised around two routes namely; Design and Technology, and Teaching, Health and Care. There are 977 part-time students, making a total of 488.5 full-time equivalent students (FTEs), and 2,555 full-time students, making a total of 3043.5 FTEs. Of this overall total, there are 422.5 FTEs on postgraduate programmes.

6   The College offers the following programmes funded by HEFCE. FTE student numbers are in brackets.

Leeds Metropolitan University

- MSc Computing (6)

- MA International Business Management (67)

- MA Management (13.5)

- MA Marketing Practice (2)

- MA Visual Arts (11.5)

- MA Youth and Community Development (4.5)

- MEd (27.5)

- MA Leadership & Management in Education (4)

- Postgraduate Diploma in Post-Compulsory Education and Training (25.5)

- Certificate in Education in Post-Compulsory Education and Training (81)

- BA (Hons) Accountancy (29)

- BA (Hons) Accountancy and Law (9)

- BA (Hons) Advertising and Campaign Management (9)

- BA (Hons) Art and Design (66.5)

- BA (Hons) Beauty Therapy Management (8)

- BA (Hons) Business Administration (105)

- BA (Hons) Business and E-Commerce (1)

- BSc (Hons) Business Computing Solutions (82.5)

- BSc (Hons) Business Computing Solutions with Internet Applications (31)

- BSc (Hons) Business Computing Solutions with Networking (15)

- BSc (Hons) Business Computing Solutions with Technical Support (6)

- BA (Hons) Business Studies (62.5)

- BSc (Hons) Computing with Software Engineering (12.5)

- BA (Hons) Combined Studies (20.5)

- BSc (Hons) Construction Engineering Management (7.5)

- BA (Hons) Contemporary Surface Design and Textiles (30)

- BA (Hons) Counselling and Psychology in Community Settings (63)

- BA (Hons) Culture, Identity and Learning (3)

- BSc (Hons) Diet, Nutrition and Health (7)

- BA/BA (Hons) Early Childhood Studies (27.5)

- BA (Hons) Early Years Practice (15)

- BA (Hons) Education Studies (90)

- BA (Hons) Fashion Design (52)

- BA (Hons) Financial Services (18.5)

- BA (Hons) Fine Art (69)

- BSc (Hons) Games Development (21)

- BA (Hons) Graphic Design, Illustration and Digital Media (86)

- BA (Hons) Graphic Media Communication (1.5)

- BA (Hons) Health and Social Welfare (52.5)

- BA (Hons) Human Resource Management (6)

- BA (Hons) Law and Social Welfare (16)

- BA (Hons) Marketing and Law (8)

- BA (Hons) Marketing and Sales (27)

- BEng (Hons) Metallurgy and Materials (3.5)

- BSc (Hons) Ophthalmic Dispensing with Management (43)

- BA (Hons) Person-Centred Counselling and Human Relations (3)

- BA (Hons) Photography (19)

- BA (Hons) Public Services Management (13.5)

- BSc (Hons) Software Applications Development (11)

- BA (Hons) Special Make-up Effects and Artistry (19)

- BA (Hons) Social Work (87.5)

- BA (Hons) Youth and Community Development (71)

- LLB (Hons) Law (155.5)

- BEd (Hons) (6)

- FdA Accountancy (4)

- FdA Advanced Practices in Beauty Therapy (6)

- FdA Arts for the Creative Industries (8.5)

- FdSc Casting Technology (9.5)

- FdSc Construction Design and Management (18)

- FdA Creative Hairdressing (5.5)

- FdA Early Years (78)

- FdSc Health-Related Exercise and Fitness (29)

- FdA Hospitality and Travel Management (21)

- FdA Law and Legal Practice (29)

- FdA Make-Up Artistry and Special Make-up Effects (100.5)

- FdA Managerial and Organisational Development (1)

- FdSc Metallurgy and Materials (6.5)

- FdSc Multimedia and Design (21)

- FdSc Networking and Infrastructure Technology (17)

- FdSc Ophthalmic Dispensing (42.5)

- FdA Post-Compulsory Education and Training (7)

- FdA Public Services Management (23)

- FdA Social and Community Care (23)

- FdSc Sports Coaching (35)

- FdA Supporting and Managing Learning in Education (41)

- FdA Travel and Tourism Management (7)

- DipHE Person-Centred Counselling and Human Relations (14.5)

- DipHE Youth and Community Development (2)

Edexcel

- HND 3D Design (Interior Design) (7)

- HND Beauty Therapy Sciences (6)

- HND Business (8)

- HND Business (Finance) (4)

- HND Business (Information Technology) (1)

- HND Business (Management) (53)

- HND Business (Marketing) (25)

- HND Civil Engineering (6)

- HND Computing (General) (17.5)

- HND Computing (Information and Communications Technology (ICT) Systems Support) (10)

- HND Computing (Software Development) (10)

- HND Construction (30)

- HND Electrical/Electronic Engineering (13)

- HND Mechanical Engineering (4.5)

- HND Photography (9.5) (HNC) Business (9)

- HNC Civil Engineering (21.5)

- HNC Computing (General) (1)

- HNC Computing (ICT Systems Support) (0.5)

- HNC Construction (18.5)

- HNC Electrical/Electronic Engineering (8)

- HNC Fashion and Textiles (5)

- HNC Mechanical Engineering (17.5)

- HNC Photography (0.5).

Partnership agreements with the awarding bodies

7   The College has a longstanding partnership with Edexcel. In 2007 a strategic decision was made to expand the range of the College's FDs that resulted in a staged move away from HNC/D qualifications, so that the HNC/Ds now represent a small part of the higher education provision, focused on Business, Photography, Engineering and Construction.

8   In 2005 Leeds Metropolitan University was selected as the College's partner, a decision based upon the University's willingness to accept the College retaining a substantial degree of autonomy in the management of its quality assurance and registry operations. The Higher Education Scheme, validated in 2005 and revalidated in 2008, is a formal partnership agreement between the College and the University. The Scheme structures arrangements for the organisation of degree-level provision in the context of the University's Award Principles and Regulations. It provides a clear educational, administrative and quality assurance framework within which to deliver the University's awards.

Recent developments in higher education at the College

9   Following the Developmental engagement in November 2008 the College addressed the recommendations and has continued to review and update its own Higher Education Quality Improvement Plan. At the March 2009 Training and Planning day information on the areas of good practice identified at the Developmental engagement was circulated. The College has reduced the number of routes from three to two namely, Design and Technology and Teaching, Health and Care. This change is intended to improve communications with, and between, programme teams, increase curriculum cohesion and ensure greater parity of experience for students. Fourteen new undergraduate programmes were validated in 2008-09. Half of these were offered in September 2009 and the remainder will be available, subject to demand, from September 2010. The HEFCE cap on new full-time programmes has impacted on plans to expand programmes. This will be considered in the review of the College's Strategic Plan. Particular points of focus for the College in the development of its higher education strategy include its contribution to the regeneration of the city, meeting the needs of local communities and employers, and the enhancement of progression routes through higher education.

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. The submission was produced by the College's Students' Union and written by the Students' Union Development Manager. It was based on consultation with students at the Students' Union Freshers' Fair, on responses to questionnaires, induction talks and 23 focus groups. Additional information was received during the students' course representative training. It commented on programme information, learning and teaching, learning resources, assessment, feedback and representation. Most of the comments were highly positive, with a few negative statements about student information and work-based learning in some programmes, and the noise level in the Grove Library making it difficult to study there. The team also had the opportunity to meet different groups of students on two occasions.

B   Evaluation of the management of HEFCE funded higher education

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

11   The decision in 2005 to select Leeds Metropolitan University as the College's preferred partner was based in part on the willingness of the University to accept the College retaining a substantial degree of autonomy in the management of its quality assurance operations. The Higher Education Scheme document makes it clear that, while the University is accountable for the standards and quality of the validated degrees, the College is responsible for the design, delivery and assessment of the programmes of study that lead to the awards.

12   The framework established by the Higher Education Scheme document provides a management structure for higher education awards. It includes a Scheme Board that meets annually to set the quality assurance framework for University awards and to consider modifications to existing provision. The Board reports to the College's Academic Board and to the University through the University Project Manager. There is also a Scheme Management Group, chaired by the College's Assistant Director: Quality Improvement and Performance, who is also the HE Scheme Leader, which is responsible for ensuring that College policies are developed in line with the Scheme document. The Scheme Management Group includes members of the Quality Improvement and Performance Unit, whose role is to support staff in the preparation of Scheme documents, in the quality assurance of University awards and in performance management.

13   The College curriculum is split into 26 programme areas, each headed by a programme manager. Programme areas include a number of curriculum teams, each headed by a curriculum team leader. Higher education is delivered in 12 programme areas, clustered into two Scheme routes: Design and Technology, and Teaching, Health and Care. There are also four higher education 'Schools', which are groupings of programme areas for branding purposes. With the permission of the University, the term 'University Centre' is attached to the four College sites that focus on higher education provision.

14   The College's Executive Directorate has responsibility for higher education strategy and policy. The College has updated the strategy and, after consultation and discussion by the College Corporation, the strategy was approved in January 2010. The Dean of Higher

Education and a team of assistant directors are responsible for overseeing and ensuring performance in the delivery of provision at programme level. Programme managers are responsible for the implementation of strategy in their programme area and for managing course delivery and standards. Curriculum team leaders are responsible for curriculum development and quality.

15 The self-evaluation notes that 'longstanding and rigorous processes' are in place for monitoring and reporting on academic standards through the Quality Improvement and Performance Unit, the Academic Board with its Academic Policy Committee and Academic Standards Sub-Committee, and the Scheme's route and programme management teams. In addition, the Standards Committee of the College Corporation monitors the comments of external examiners and feedback from students. Course teams meet formally twice each year to review student retention and achievement, student feedback and assessments. Minutes of course committee meetings inform the annual course evaluation process (see paragraph 23), are reviewed by Route Leaders, and are further sampled by the Quality Improvement and Performance Unit.

16 The report of the Developmental engagement noted that the College's higher education management staff demonstrated a high level of teamwork, efficiency and thoroughness in the management of the College's higher education provision. The review is able to confirm this comment. Of particular note is the work of the Quality Improvement and Performance Unit, which includes supporting staff in the preparation of Scheme documents with detailed guides to the quality processes, and producing visual guides to the review and reporting structures of the College in the form of a 'Quality Timeline' and 'Quality Cycle'. It also compiles a Higher Education 'Compendium of Good Practice', drawn from a variety of sources, such as programme area quality reviews, reports of external examiners, performance management meetings and student focus groups. It also supports the preparation of the Quality Improvement Plan (Higher Education). The work of the Quality Improvement and Performance Unit in supporting and enhancing the management and delivery of higher education is identified as an area of good practice.

What account is taken of the Academic Infrastructure?

17 Full account is taken of the Academic Infrastructure in the College's quality processes. The various elements are well embedded across the higher education provision. One of the stated aims of the Higher Education Scheme is to enhance adherence to internal and external regulatory developments. The FHEQ, subject benchmark statements and the *Code of practice* (fully subsumed into the University's regulatory framework) are taken into account in the Scheme document. The College is required to submit an annual report to the University (see paragraph 25) to assure the University that the College's higher education provision complies with the expectations of the *Code of practice*.

18 It was noted in the report of the Developmental engagement that the College had made effective use of the Academic Infrastructure in the development of its assessment strategy. The College's systems and processes underpinning the development and review of higher education programmes are founded on the principles of the Academic Infrastructure. In September 2009 the University introduced a new module design document that has since been implemented by the College. This document makes more explicit the connections between learning outcomes and assessments and the curriculum, and is aligned with the *Code of practice, Section 6: Assessment of students*, and *Section 7: Programme design, approval, monitoring and review*.

19 All documents connected with internal and external validation process are scrutinised in the Quality Improvement and Performance Unit to ensure that full use is made of the elements of the Academic Infrastructure. 'The Guidelines for Learning, Teaching and Assessment - Higher Education' incorporate elements of the Academic Infrastructure as part of a commitment to ensure that students experience a course and receive an award that embraces higher-level knowledge, skills and understandings.

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 As noted in paragraph 11, under the terms of the Higher Education Scheme the College is responsible for the design, delivery, assessment, quality control and enhancement of the programmes of study that lead to an award of the University. A new course proposal is subject to an internal review before proceeding to a validation event. Strategic Planning Approval/New Course Proposal forms are scrutinised by an Initial Approval Panel for evidence of market demand, coherent structure, adequate resourcing and consonance with programme area and the College mission. Once strategic planning approval has been granted by the University a validation event takes place. Validation panels include representatives from the University, the College, external academic assessors, representatives of employers and, where appropriate, professional body representatives. The Quality Improvement and Performance Unit prepares a report on the event, including conditions, recommendations and commendations. Following an evaluation of the 14 validation events held in 2008-09, it has been decided to assign 'critical friends' to assist course teams in developing documentation and to reintroduce prevalidation events. Scrutiny by the team of validation documentation confirmed the rigour of the process.

21 Higher education programmes undergo a course continuation review every five years. This quinquennial schedule is strictly applied. Reviews can be held after three years if stipulated at validation. The review process is similar to the validation of new programmes and involves external panel members; the presentation of detailed documentation, including a critical appraisal, programme and module specifications, details of assessment and teaching and learning methods and staffing information; and meetings with students and employers and, where appropriate, professional body representation. Documentation seen by the team confirmed the effectiveness of the review procedure.

22 An integral part of the Higher Education Scheme is the annual planning process that enables minor modifications to be made to routes, programme areas and existing programme structures at the end of each academic year. Formal annual planning events involve all staff who make a significant input into modules at award and programme levels. These events, identified in the report of the Developmental engagement as an area of good practice, review current provision, including student feedback, external examiner reports, learning, teaching and assessment methods, and consider proposals for changes to modules and programmes. The outcomes of annual planning events at programme area and route level are considered by the Scheme Approvals Board at a scheme-level annual planning event, attended by representatives from the University.

23 Managers and the staff involved in delivery routinely monitor courses, and an annual course evaluation (formerly annual monitoring) report is produced. In the interests of ensuring ownership of the monitoring and improvement process at programme level, a new report template draws together course committee minutes, external examiner reports and responses and student feedback. It also includes recruitment, retention and

achievement data, minutes from the annual planning event, feedback from employers and resource requirements. The report is effective in capturing a full range of quality matters. The new process of annual course evaluation, with its emphasis, in particular, on the student voice and resource requirements is identified as an area of good practice.

24 Following the Developmental engagement the College instituted a system of programme area quality reviews that include the evaluation of learning and teaching material and meetings with staff and students that focus on course management and the learning experience. The stated purpose of the reviews is to confirm that quality procedures are being applied, are effective in raising standards, and identify good practice and areas for improvement that impact on the student experience.

25 The College provides an annual report for the University to meet its need for the oversight of the quality of provision. These reports include a comprehensive consideration of several matters, for example external reviews or inspections, validations, periodic review and annual planning activities, assessment policies, learning and teaching, and matters raised by external examiners. Programmes subject to professional body approval also provide self-evaluation reports to these bodies. In order to reduce duplication of reporting, the College has decided that professional body annual reports may be substituted for the annual course evaluation, if suitably annotated for internal quality monitoring. The team concluded that, although the various quality assurance processes are clearly rigorous and thorough, there appears to be some duplication in the documentation required for monitoring purposes on, for example, student feedback, external examiners' reports, and progression data. It is recommended as desirable that the College explore the possibility of streamlining further its reporting procedures on standards and quality in order to minimise duplication and associated bureaucracy.

26 The main principles of the College's assessment strategy are contained within 'The Guidelines for Learning, Teaching and Assessment - Higher Education'. The procedures cover internal sampling and double-marking, and internal moderation/verification. Anonymous marking is used, in particular, for examination scripts, and it is anticipated that this will increase with the growth in the electronic submission of assessed work. Extensive guidance is given to students on the definition of plagiarism and on strategies for its avoidance, which is reducing the number of cases of academic misconduct. There are clear procedures for managing extenuating circumstances and mitigation that comply with the regulations of the University and are fully documented for staff and students. While a University representative is present at meetings of mitigation panels, they are staffed by College tutors and chaired by a College manager. The University, while retaining overall responsibility for the academic appeals process, has delegated operational control to the College. The College reports all appeals to the University and, where appropriate, suggests a remedy. In cases where the issues are relatively straightforward, the University has agreed that appeals can be referred back to the examination board for resolution. Information on the appeals process is made available to students in the higher education handbook and at induction. Students met by the team were aware of the appeals procedure and of the advice and guidance available to them.

27 Monitoring of the arrangements for examination boards and grading committees by the Quality Improvement and Performance Unit indicates a significant improvement in the administration and processing procedures. Assessment committees are held three times a year for the BTEC Higher National Programmes and it is intended to extend a system of electronic reporting of grades to other higher education awards.

28 According to the Higher Education Scheme Document, each route has an overarching route external examiner, who may also have responsibility for programme areas, and each programme area within a route has an external examiner, who may also have subject responsibilities for a group of modules across the route. The process for the appointment of external examiners is that of the University; the College proposes external examiners through a sub-committee of the Academic Policy Committee and the University Project Manager takes the proposals forward through the University process. In the interests of consistency, programme area external examiners attend both programme area examination meetings and route boards of examiners. There is provision to appoint external advisers where practitioner expertise is required, for example on Foundation Degrees or by professional bodies.

29 In 2008-09 over 65 external examiners and external advisers were appointed for the College's programmes. External examiners have commented favourably on the appropriateness of the standards. The processes for assessment, examination and the determination of awards are sound and fairly conducted. Through its processes for responding to external examiner reports, which are led by the Executive Director, Teaching, Learning and Curriculum, the College seeks to encourage 'a creative dialogue which further assists the maintenance of academic standards'. The Executive Director reviews the reports to identify key issues and good practice. The programme manager is then required to prepare a detailed response, which is sent to the Quality Improvement and Performance Unit. A copy of the response is passed to the Executive Director for approval before being sent to the external examiner. The report and the College's response are then sent to the University. The Higher Education Manager prepares a summary of reports for degree and Edexcel National programmes for the Scheme Management Group, for Edexcel programmes. Under normal circumstances students do not see external examiners' reports unless present at course committee meetings as representatives.

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

30 Developments in the College's policies and strategic priorities are disseminated to staff by means of three annual training and planning days that include staff associated with higher education programmes and activities. In 2007 higher education conventions were introduced to provide an additional forum for discussion of academic and policy matters relating specifically to higher education. Staff development is provided to ensure a consistent approach to the operational definition of plagiarism and the action to be taken when it is identified. The increasing number and wider range of staff involved in validation and review activities have broadened the pool of staff expertise. Training sessions are provided for chairs and members of validation panels.

31 Following the report of the Developmental engagement, it was decided to encourage the formation of Action Learning Sets, or Higher Education Peer Groups, in order to support the sharing of good practice; address issues and challenges identified through the 'themes' of the Academic Infrastructure; and provide staff with opportunities for creative and innovative reflective practice, and also for gaining a leadership qualification as part of their professional development. Four Peer Groups, or Action Learning Sets, have been formed. One of the major achievements has been the sharing of knowledge and expertise across programme areas and between senior and relatively inexperienced members of staff. The formation and operation of Higher Education Peer Groups/Action Learning Sets is identified as an area of good practice.

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?

32   The process for managing the quality of learning opportunities follows that for academic standards as noted in paragraphs 11 to 16. The College is keen to ensure ownership of the monitoring and improvement process at programme level, and reporting is focused at programme team level with the new annual course evaluation. This new report template draws together several sources of evidence but, in particular, it enables discussion of the student voice on matters concerning learning opportunities and ensures that staff respond to comments by students. The new annual course evaluation report is appreciated by staff, who regard the revised process as being more comprehensive than the previous method. Several key groups are responsible for managing the quality of learning opportunities, such as the E-Learning Steering Group. In all cases the reports produced by these groups are forwarded and discussed by the College's Higher Education Scheme Management Group.

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

33   The principal method through which the College assures itself that it is fulfilling its obligations to the University is through annual course evaluations that are presented as portfolio reports to the University. These reports require programme teams to reflect on and respond to learning opportunity issues raised by external examiners, employers and professional bodies. In addition, the Regional University Network College Annual Report prepared for the University specifically considers issues around staffing, as well as physical and other learning resources. Nine different professional bodies produce reports that include a thorough consideration of learning opportunities. The College makes effective use of student feedback and works with the Students' Union to ensure students receive appropriate learning experiences. The College's well-organised methods of collecting student feedback, which include the involvement of the Students' Union and are responsive to the student voice, are identified as good practice.

34   Since the Developmental engagement the Quality Improvement and Performance Unit has started to conduct programme area quality reviews that focus on, among other things, learning opportunities. The reviews are designed to confirm that quality procedures are being applied, identify areas of good practice and make recommendations for improvements that impact on the student learning experience. Development of these reviews is still at an early stage but effective action planning for learning opportunities is evident in the process. Quinquennial course continuation reviews also include the consideration of learning opportunities before they can be revalidated by the University. This process is well supported by the Quality Improvement and Performance Unit and is effective in ensuring that the quality of learning opportunities is appropriate (see paragraph 16).

What account is taken of the Academic Infrastructure?

35 Paragraphs 17 to 19 provide information on how the College has taken into account the Academic Infrastructure. With particular reference to learning opportunities, and following recommendations from the Developmental engagement, the College has further developed its Work-Based Learning/Placement Learning (Higher Education) Policy, which takes into consideration the *Code of practice, Section 9: Work-based and placement learning*. The policy identifies a range of possible work-based and work-related learning models to guide programme teams when devising such activities in their programmes. While students were generally positive about the work-based/related learning experiences, some expressed uncertainty about what was expected of them. Given the increase in the number of FDs and the associated growth of work-based/related learning, it is recommended that it is desirable to continue to develop the work-based learning policy and ensure that it is embedded across all programmes.

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

36 As noted in the Development engagement, the College has a clearly thought out Higher Education Strategy for Learning and Teaching. The College assures itself that the quality of teaching and learning is enhanced in a variety of ways. There are clear policies on staff development and scholarly activity, which are supported through the Staff Development Unit. All staff are contracted to complete a minimum of 23 hours of professional development each year. In-house staff development supports teaching and learning activities through training and planning days that disseminate good practice. The College has developed a higher education peer review policy designed to support and develop professional development in teaching and learning through critical reflection. All staff delivering higher education are required to engage in peer review, by being observed and as observers. A recent innovation to enhance the quality of learning and teaching is the Action Learning Sets, which are established around the four themes of leadership, development of work-based learning, resources for the learning portal, and communication processes and personal development practice.

37 The College has a strong relationship with a range of local employers, who contribute to programme and curriculum development and provide work-based learning and placement opportunities to students. Employers are involved in the supervision of students, act as mentors and work effectively with the College to ensure that students are provided with a challenging experience. Close relations with employers facilitate College staff monitoring the quality of learning and teaching in the workplace. At their meeting with the team employers were full of praise for the efforts made by the College to establish links with industry and services in the region. The success of the College's efforts to establish effective working relationships with employers to inform the curriculum and provide work-related learning experiences for students is regarded as good practice. Employers also expressed interest in working more with the College and said that they would appreciate more information on programmes.

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

38 The College's system for providing academic and personal support is well organised and much appreciated by students. Student support commences with pre-entry advice and continues through the induction process, personal and academic support during the period of the course, and careers advice. The College is an approved Access Centre and is well-

placed to ensure that students presenting particular needs are supported. There is specialist support for students with dyslexia and visual and hearing impairment, and this is in line with the *Code of practice, Section 3: Students with disabilities*. Students are aware of their entitlements to support for financial, counselling and specialist learning matters. Staff are readily available to supply academic support, especially for key moments such as assessments. Student feedback in questionnaires and comments by students to the team demonstrate that the high level of accessibility and support provided for students by staff is good practice.

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

39   Staff development is referred to in paragraphs 30, 31 and 36. For learning opportunities, staff needs are identified as part of the annual course evaluation process and feed into the Quality Improvement Plan, which in turn informs staff development planning. In addition, staff involved in higher education are invited to take part in training run by the University, and are also able to apply for funding of external subject-based staff development. Examples of this range from undertaking master's level studies to attendance at conferences and the presentation of research papers. These enable staff to engage in development activities with colleagues in areas such as work-based learning.

How does the College ensure the sufficiency and accessibility of the learning resources the students need to achieve the intended learning outcomes for their programmes?

40   The College has a clear annual planning cycle for the allocation of resources. This includes some special allocations for higher education. The self-evaluation refers to potential tensions in the process, for example the high cost of some legal material and engineering resources. The College recognises that electronic resources are having a profound effect on education and significant development work had been done on the College's learning portal since the Developmental engagement. The College's learning portal has had significant investment and development, hosting a wide variety of information and encouraging wider use, such as discussion forums, both within the student and staff subject groupings. Easy access is available remotely and on campus to online library resources, including e-books and e-journals. Students are also able to access University resources. The College also manages Facebook and Twitter accounts. The College has embraced this new media in order to improve communication links with the students. The effective development of the College's learning portal and its use to support student learning, as exemplified especially in law and ophthalmic dispensing programmes, is identified as an area of good practice.

41   Some concerns regarding the environment of the Grove Library were noted by students who complained through the student written submission and in their meetings with the team that there was too much noise. The College has been aware of this problem for some time and steps have been taken to address it, for example through the designation of quiet areas. The College's libraries are well-managed, with books and journals regularly updated. The high demand for access to computers is also effectively managed to ensure availability. Students expressed their satisfaction with the provision of books, journals and computers.

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?

42 The College has considerable autonomy for publishing information about its higher education provision. It has clear procedures and policies for publishing documents, branding information and website content. The University produces programme and module-specification templates and generic guidance on assessment. These generic documents are then adopted and localised by the College. Full assessment details are then written into the student handbooks. The University, Edexcel and professional body regulations are available on the staff/student intranet.

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?

43 There is a policy summarising the roles and responsibilities relating to public information. Responsibility lies within the programme area with documents sent to a content management database, which is then checked by the Marketing Department prior to publishing. The College has information available in hard copy, ranging from information for overseas applicants from the International Centre to a detailed higher education prospectus and course leaflets. The International Centre also produces a newsletter, together with detailed information on immigration laws, language support and contracts. The Marketing Department works assiduously to ensure consistency of quality of course information across all programme areas. Validations also check on the accuracy of documentation, including student handbooks, programme specifications and assessments. The highly informative and comprehensive course information and promotional material available to traditional full-time students is very comprehensive and informative, and is identified as good practice.

44 Information is clearly articulated on the progression routes, including FDs, available at the College and elsewhere. The College is working on additional information, and it is recommended as desirable that the College improves the depth and relevance of part-time course information for students and employers and their employees, especially for FDs. In 2009-10 the College produced an informative prospectus for FDs. This was aimed mainly at 18 to 21 year-old students, rather than targeting mature students and those in work.

45 The College's website has detailed course and programme information, including the Higher Education Student Handbook, along with extensive information on topics such as study skills and referencing. Non-course information on the website is covered by the College's external web publishing policy; this includes details on student facilities, enrichment opportunities, fees and sources of financial support and accommodation. Documents relating to equal opportunities, disability and student conduct are clearly expressed. The website is continually updated, with regular prompts to content managers to review and update information being issued centrally by the College's web team. The website is easily navigable by all users. Students are regularly asked to comment on public information and the results show that they are generally very positive about the accuracy and completeness of the information. This was confirmed in their meetings with the team. The advances made in the development of the College's website and the high quality of information available is 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

46 The Developmental engagement took place in November 2008. The lines of enquiry were:

- How effectively does the College manage and, where appropriate, support a variety of assessment methods linked to learning outcomes designed to support student learning?

- How effectively are employers and their representative agencies involved in curricular design and assessment?

- How effective is the College's presentation of information relating to its higher education provision, with particular reference to assessment?

47 The Developmental engagement identified seven areas of good practice, including the embedding and sustaining of the College's Learning, Teaching and Assessment Guidelines in the development of assessment, and the annual planning days, which provide opportunities for programme staff to review assessment methods based on student and external examiner feedback and annual monitoring reports. The framework/guidelines for setting assignments in the higher education computing programmes to ensure consistency in linking assessments to learning outcomes was also identified as good practice. Three programmes provided extensive and detailed information on the overall assessment methods and their component parts for each level, in student handbooks, namely the BA (Hons) Public Services Management, FD in Creative Practice in Community Settings and the BA (Hons) Graphic Design, Illustration and Digital Media. Also included is the support offered to students having problems with assessments and the English language. Good practice was also noted in the College's extensive links with industry, services and professional bodies. In particular, the higher education programmes in metallurgy and materials, and their engagement with the Joint Information Systems Committee SpaCE-FD project, which enhances assessment, were noted as good practice. Finally, there is the document Quality Matters in disseminating information about the developments in the higher education provision, including assessment.

48 There were two desirable recommendations, namely that the College should accelerate the use of its learning portal in the assessment process and that it should include statements in its Work Based Learning/Placement (HE) Policy document about the range and types of work-based/work practice/work experience available, and their associated assessment, with particular reference to the role of employers and agencies in the assessment of students.

D Foundation Degrees

49 The College has made a strategic decision to develop FDs and reduce the HNC/D provision. Currently there are 22 FDs in a wide range of areas, such as accountancy, the arts, law, ophthalmic dispensing and sport. Most have healthy recruitmen, with programmes in Early Years, Hospitality, Make-up Artistry and Ophthalmic Dispensing recruiting particularly well. In response to the Developmental engagement recommendation

the College has further developed its work-based placement policy, which contributes to providing a management framework for this mode of learning.

50 In the course of the review the team identified the following **good practice** for dissemination.

- the work of the Quality Improvement and Performance Unit in supporting and enhancing the management and delivery of higher education (paragraph 16)

- the new process of annual course evaluation, with its emphasis on, in particular, the student voice and resource requirements (paragraph 23)

- the formation and operation of Higher Education Peer Groups/Action Learning Sets (paragraph 31)

- the College's well-organised methods of collecting student feedback, which include the involvement of the Students' Union, and its responsiveness to the student voice (paragraph 33)

- the success of the College's efforts to establish effective working relationships with employers to inform the curriculum and provide work-related learning experiences for students (paragraph 37)

- the high level of accessibility and support provided for students by staff (paragraph 38)

- the effective development of the College's learning portal, and its use to support student learning, especially exemplified in the law and ophthalmic dispensing programmes (paragraph 40)

- the highly informative and comprehensive course information and promotional material prepared for full-time students (paragraph 43)

- the advances made in the development of the College's website and the high quality of information available (paragraph 45).

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

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

- explore the possibility of further streamlining its reporting procedures on standards and quality in order to minimise duplication and associated bureaucracy (paragraph 25)

- continue to develop the work-based learning policy and ensure that it is embedded across all programmes (paragraph 35)

- provide additional information for prospective part-time students, employers and their employees, in particular regarding FDs (paragraph 44).

52 The College provides a range of FDs and has involved employers at all stages of their development. This is clearly in line with the College's Higher Education strategy and its mission to meet the needs of employers and the regional economy. It also provides progression opportunities for its students. The College works effectively with the University, whose Higher Education Scheme provides a supportive framework for the delivery of the FDs.

E Conclusions and summary of judgements

53 The Summative review team has identified a number of features of good practice in Bradford 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, Leeds Metropolitan University and Edexcel.

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

- the work of the Quality Improvement and Performance Unit in supporting and enhancing the management and delivery of higher education (paragraph 16)

- the new process of annual course evaluation, with its emphasis on, in particular, the student voice and resource requirements (paragraph 23)

- the formation and operation of Higher Education Peer Groups/Action Learning Sets (paragraph 31)

- the College's well-organised methods of collecting student feedback, which include the involvement of the Students' Union, and its responsiveness to the student voice paragraph 33)

- the success of the College's efforts to establish effective working relationships with employers to inform the curriculum and provide work-related learning experiences for students (paragraph 37)

- the high level of accessibility and support provided for students by staff (paragraph 38)

- the effective development of the College's learning portal, and its use to support student learning, especially exemplified in the law and ophthalmic dispensing programmes (paragraph 40)

- the highly informative and comprehensive course information and promotional material prepared for full-time students (paragraph 43)

- the advances made in the development of the College's website and the high quality of information available (paragraph 45).

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

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

- explore the possibility of further streamlining its reporting procedures on standards and quality in order to minimise duplication and associated bureaucracy (paragraph 25)

- develop further the work-based learning policy and ensure that it is embedded across all programmes (paragraph 35)

- provide additional information for prospective part-time students, employers and their employees, in particular regarding FDs (paragraph 44).

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

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

58   Based upon its analysis of the College's self-evaluation 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 the College is responsible for publishing about itself and the programmes it delivers.

Bradford College action plan relating to the Summative review: January 2010

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 work of the Quality Improvement and Performance Unit in supporting and enhancing the management and delivery of higher education (paragraph 16)	Continue to publish annually the Quality Cycle, Quality Timeline and diary dates.	September 2010	Assistant Director: Quality Improvement and Performance	Published documents available to all staff in College.	Executive Director: Curriculum and Quality	Feedback from staff/take-up of documents
	Highlight the changes in Leeds Metropolitan University processes and what support is available to staff from the Quality Improvement and Performance	November 2010	Assistant Director: Quality Improvement and Performance	More Quality Improvement and Performance contact with individual members of staff.	Executive Director: Curriculum and Quality	Validation and course continuation review

Bradford College action plan relating to the Summative review: January 2010

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	Unit. This to include embedding the use of advisory groups and the re-introduction of critical friends for validations and course continuation reviews.					
• the new process of annual course evaluation, with its emphasis on, in particular, the student voice and resource requirements (paragraph 23)	Evaluate the extent to which the intended outcomes of the new Annual Course Evaluation template have been met.	April 2010	Assistant Director: Quality Improvement and Performance	Outcomes of the evaluation reported to HE programme managers, the HE Scheme Management Group and the Academic Standards Sub-Committee.	Executive Director: Curriculum and Quality	Minutes of meetings
	Introduce any amendments to 2009/10 Annual Course Evaluation template.	May 2010	Assistant Director: Quality Improvement and Performance	2009/10 Annual Course Evaluation template available for use.	Executive Director: Curriculum and Quality	Quality Improvement and Performance website.

Bradford College action plan relating to the Summative review: January 2010

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
• the formation and operation of Higher Education Peer Groups/ Action Learning Sets (31)	Research how involvement in the existing Action Learning Sets has benefited each member personally and how the Action Learning Sets have benefited the College overall.	July 2010	Assistant Director: Quality Improvement and Performance	Research reported to HE programme managers, the HE Scheme Management Group and the Academic Standards Sub-Committee	Executive Director: Curriculum and Quality	Minutes of meetings
	Set up more Action Learning Sets and ensure that they run independently of the convenor.	July 2011	Assistant Director: Quality Improvement and Performance	Action Learning Sets convened, meeting regularly, running independently and leading to change for individuals/the College.	Executive Director:	Reports to HE Programme Manager meetings on Action Learning Sets

Bradford College action plan relating to the Summative review: January 2010

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
the College's well-organised methods of collecting student feedback, which include the involvement of the Students' Union, and its responsiveness to the student voice (paragraph 33)	Continue to improve feedback to students on the action taken as a result of their feedback student perception of course, focus groups, National Student Survey, course committees and Student Parliament) via:					
	Posters and student newsletters – 'you said, we did'.	October 2010	Assistant Director: Quality Improvement and Performance	Students aware of action taken at College level as a result of their feedback.	Executive Director: Curriculum and Quality	Posters and newsletters
	Enhance feedback to students via course notice boards, course and programme area Moodle sites and via course representatives.	October 2010	Dean of Higher Education Assistant Director: Teaching, Health and Care	Students aware of action taken at course level as a result of their feedback.	Executive Director: Curriculum and Quality	Course notice boards, Moodle sites and minutes of Student Parliament meetings
	Disseminate good practice via Training and Planning days and HE Convention.	July 2011	Dean of Higher Education Assistant Director: Teaching, Health and Care	Staff aware of good practice adopted by other staff to give feedback to students.	Executive Director: Curriculum and Quality	TAP day and HE Convention agendas

Bradford College action plan relating to the Summative review: January 2010

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	Revisit the course committee templates to ensure student feedback and action taken following their feedback are specifically reported on at course committee meetings.	September 2010	Assistant Director: Quality Improvement and Performance	Student feedback and action taken following their feedback are specifically reported on at course committee meetings.	Executive Director: Curriculum and Quality	Course committee agendas and minutes
• the success of the College's efforts to establish effective working relationships with employers to inform the curriculum and provide work-related learning experiences for students (paragraph 37)	If successful with current bid for internships, use this as a springboard for the use of placements/ internships.	November 2010	Dean of Higher Education	Forty students gain successful internships.	Executive Director: Curriculum and Quality	Bid records and progress reports

Bradford College action plan relating to the Summative review: January 2010

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	Research and publish a development plan for Foundation Degrees to further increase employer involvement.	July 2010	Assistant Director: Teaching, Health and Care	Increased employer involvement in Foundation Degrees.	Executive Director: Curriculum and Quality	Development Plan Employer feedback
	Enhance existing forms of employer engagement in the curriculum via Employer Engagement Steering Group. Employer Engagement Steering Group to meet once per term to discuss current curriculum and development plans.	July 2011	Dean of Higher Education	Increased number and wider range of work-based learning activities.	Executive Director: Curriculum and Quality	Continued improvements in the levels and forms of employer engagement undertaken. Evaluation report to be prepared by the Dean of Higher Education and Assistant Director: Teaching Health and Care.

Bradford College action plan relating to the Summative review: January 2010

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
• the high level of accessibility and support provided for students by staff (paragraph 38)	Continue to communicate with staff and students on the excellent range of support services provided by the College, including via Moodle.	September 2010	Assistant Director: Learning Development Assistant Director: Learner Services	Positive feedback from students	Executive Director: Curriculum and Quality Executive Director: Finance	Learner feedback via student perception of course, National Student Survey, focus groups, etc Evaluation report to be produced jointly by the Assistant Director: Learning Development and the Assistant Director: Learner Services.
• the effective development of the College's learning portal, and its use to support student learning, especially exemplified in law and ophthalmic dispensing (paragraph 40)	Disseminate existing good practice via HE Convention.	November 2010	Dean of Higher Education	Continued improvement in the levels and forms of support provided via Moodle.	Executive Director: Curriculum and Quality	HE Convention agenda

Bradford College action plan relating to the Summative review: January 2010

Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	Develop an online space within the portal as part of a 'suite' of staff development online sites (the lounge; the showcase and the support space) to help staff with using Moodle. Intended for all College teaching staff to use, and to provide guidance and support and to disseminate good practice.	June 2010	Assistant Director: Learning Development	Staff from every programme area engaged with understanding the implementation of deeper quality e-learning and assessment through their participation in ongoing online events, showcases and dialogue.	Executive Director: Corporate Services	Staff development online sites within Moodle
	Continued sharing of good practice in the use of Moodle	June 2011	Dean of Higher Education Assistant Director: Learning	Continued improvement in the levels and forms of support	Executive Director: Corporate Services	Evaluation report to be produced jointly by the Dean of Higher

Bradford College action plan relating to the Summative review: January 2010						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
				provided via Moodle.		Education and Assistant Director: Learning Development
• the highly informative and comprehensive course information and promotional material prepared for full-time students (paragraph 43)	Enhance the quality and depth of part-time course information on the college website.	July 2010	Head of Marketing and Corporate Communications	Part-time course information on the college website to be of an equal quality as full-time course information.	Principal	College website Feedback from applicants/students
• the advances made in the development of the College's website and the high quality of information available (paragraph 45).	Annual review and refinement of HE information on the college website	Annually each March (full-time) and June (part-time)	Head of Marketing and Corporate Communications	Annual additions and improvements to the college website	Principal	College website Feedback from applicants/students and staff

Bradford College action plan relating to the Summative review: January 2010

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:						
• explore the possibility of further streamlining its reporting procedures on standards and quality in order to minimise duplication and associated bureaucracy (paragraph 25)	Introduce an electronic, web-based annual course evaluation report template.	September 2010	Assistant Director: Quality Improvement and Performance Head of Marketing and Communications	Course teams produce evaluative annual course evaluation reports giving links to existing documentation.	Executive Director: Curriculum and Quality Executive Director: Corporate Services	Web-based annual course evaluation report used by staff. Course Evaluation Review Group minutes
	Better use of shared drives/ intranet/ Moodle, accessible by a range of named users, to lodge key information/ documentation.	March 2010	Assistant Director: Quality Improvement and Performance IT Services Manager Assistant Director: Learning Development	Use effective digital document management system to re-engineer the quality assurance process in order to alleviate the administrative burden on teaching staff and to realise efficiencies.	Executive Director: Curriculum and Quality Executive Director: Corporate Services	All staff able to access key documents and not required to submit them separately.

Bradford College action plan relating to the Summative review: January 2010

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	Provision of timely data reports for use by course teams as part of the annual course evaluation process.	September 2010	Higher Education Registrar	Data used effectively in annual course evaluation reports and to inform course action plans.	Executive Director: Curriculum and Quality	Data reports available for course teams.
• continue to develop the work-based learning policy and ensure that it is embedded across all programmes (paragraph 35)	Existing placement/ work-based learning policy to be shared with Employer Engagement Steering Group.	December 2010	Dean of Higher Education Assistant Director: Teaching, Health and Care	Range of work-based learning models refined or increased to better reflect practice.	Executive Director: Curriculum and Quality	Minutes of Employer Engagement Steering Group
	Recommendations shared with staff via Training and Planning day.	December 2010	Dean of Higher Education Assistant Director: Teaching, Health and Care	Range of work-based learning models refined or increased to better reflect practice.	Executive Director: Curriculum and Quality	Training and Planning day agenda

Bradford College action plan relating to the Summative review: January 2010

Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	Where appropriate, comments from employers and staff to be incorporated into a revised placement/work-based learning policy.	December 2010	Dean of Higher Education Assistant Director: Teaching, Health and Care	Range of work-based learning models refined or increased to better reflect practice.	Executive Director: Curriculum and Quality	Revised placement/work-based learning policy published.
• provide additional information for prospective part-time students, employers and their employees, in particular regarding FDs (paragraph 44).	Expand course information database to include fields for additional information.	Completed	Head of Marketing and Corporate Communications	Course information database ready to receive additional information.	Principal	Course information database
	Ensure additional fields completed by programme areas.	July 2010	Head of Marketing and Corporate Communications Dean of Higher Education	Part-time course information on the college website to be of an equal quality to full-time information.	Principal Executive Director: Curriculum and Quality	Course information database College website

Bradford College action plan relating to the Summative review: January 2010						
Desirable	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
	Develop Foundation Degree "hub" on website outlining the College's FD proposition linked to Services to Business site.	July 2010	Head of Marketing and Corporate Communications	Section on website devoted to Foundation Degree proposition and accessible via the Services to Business element of the website.	Principal	Foundation Degree hub on College website.