Integrated quality and enhancement review

Summative review

Tresham College

January 2011

SR 027/2010

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ISBN 978 1 84979 274 5

All QAA's publications are available on our website www.qaa.ac.uk

Registered charity numbers 1062746 and SC03778

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 Tresham College carried out in January 2011

As a result of its investigations, the Summative review team (the team) considers that there can be **confidence** in the College's management of its responsibilities, as set out in its partnership 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 comprehensive terms of reference and breadth of membership of the Higher Education Board of Studies, which includes the awarding bodies, cross-college and student representation and facilitates effective decision making and the sharing of good practice
- the college-led mapping processes undertaken with the awarding bodies to check the alignment with the *Code of practice*, other elements of the Academic Infrastructure and the core themes of *The handbook for Integrated Quality Enhancement Review* have helped to clarify respective responsibilities
- the facilities and support for students with learning difficulties or disabilities that include the availability of dedicated staff and specialist resources
- the development of the College Reporting System to provide an effective tool to allow tutors to monitor students' pattern of use of library books and to plan the purchase of additional learning resources.

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:

- liaise with its awarding bodies to improve its procedures for checking the accuracy and completeness of the information that it provides.

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

- modify the self-assessment report template to allow specific consideration of each programme's action plans
- introduce a comprehensive staff development policy for its higher education provision that includes consideration of research and scholarly activity
- liaise with the awarding bodies to define more clearly the role of the employer as a partner in work-based learning
- develop, monitor and more clearly articulate an e-learning strategy that better integrates the developments in its information and learning technology with its expectations for higher education teaching and learning

- continue to review the quiet space accommodation needs of its higher education students to provide a learning environment more compatible with their needs and to help inculcate a higher education culture.

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 Tresham 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 the University of Bedfordshire, De Montfort University and The University of Northampton. The review was carried out by Ms Ann Hill, Mr Wayne Isaac, Mrs Sally Powell (reviewers) and Mr Robert Hodgkinson (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 and awarding bodies; meetings with staff, students, and partner institutions; reports of reviews by QAA and from inspections by Ofsted. In particular, the team drew on the findings and recommendations of the Developmental engagements in assessment and student support and guidance. A summary of findings from these Developmental engagements 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 Foundation Degree programmes delivered at the College.

4 Tresham College is a large further and higher education college with three main campuses in Kettering, Wellingborough, and Corby. It has several specialist centres including a motorsport and a high performance engineering centre located at the Silverstone racing circuit and the St Mark's Skills Centre in Corby respectively. In 2010-11, the College's further and higher education provision numbers 4,961 students. For the academic year 2010-11, there are 58 full-time and 163 part-time HEFCE-funded higher education students, being approximately 133 full-time equivalents. Twenty-seven staff teach the higher education provision, of whom 22 are full-time and five are part-time. The College's mission is 'working in partnership to provide high quality and responsive learning'. Its strategic aims are to:

- ensure continuous improvement in learner success
- develop and maintain a responsive and collaborative curriculum in partnership
- provide excellent teaching, training and learning as part of a high quality learner experience
- ensure high quality resources which are sustainable and provide value for money
- widen participation enabling social and economic inclusion and prosperity.

5 The current higher education awards, with the relevant awarding bodies, (full-time equivalent student numbers in brackets) are as follows:

University of Bedfordshire

- Professional Graduate Certificate and Certificate in Post Compulsory Education (30)
- Diploma in Teaching Adult Mathematics Level 5 (3)
- Diploma in Teaching Adult Literacy Level 5 (3)
- Diploma in Mentoring in Education (5)
- Foundation Degree in Sports Coaching (9)

De Montfort University

- HNC/D Computing (15)
- HNC Engineering (5)

The University of Northampton

- Diploma in Management Studies (6)
- HND Graphic Communication (24)
- Foundation Degree in Fine Art (15)
- HNC/D Computing (15)
- HNC Engineering (14)
- Foundation Degree in Engineering (4).

Partnership agreements with the awarding bodies

6 The College has formal partnership agreements with the University of Bedfordshire, De Montfort University and the University of Northampton. These outline the structure and scope of the collaboration between the partners and include programme specifications, the division of responsibilities, financial arrangements, quality assurance, marketing and arrangements for the termination of the agreement. The awarding bodies are responsible for programme approval and alignment with the Academic Infrastructure, validation, acceptance of applications, ensuring common standards, moderation, final assessment and award, regular meetings to monitor quality, and the process of annual evaluation and continual improvement of academic outcomes. The College is responsible for programme delivery, assessment and internal moderation, the quality of teaching and learning, application of the awarding bodies' standards, regular internal monitoring of quality and compliance with awarding body requirements for annual evaluation and review.

Recent developments in higher education at the College

7 A major capital building programme is currently underway, the first part of which saw the opening of a new campus in Kettering in 2007. In November 2009, the construction commenced of a new campus in Corby, which is due for completion in the autumn of 2011. Recent changes to the College's higher education programmes include the introduction of a Foundation Degree in Fine Art (The University of Northampton) for the academic year 2009-10. In 2010, the College has introduced new Foundation Degrees in Sports Coaching (University of Bedfordshire), and Engineering (The University of Northampton).
In addition, it has introduced HNC and HND Computing programmes (the University of Northampton) and a Diploma in Mentoring (University of Bedfordshire). From the autumn term of 2010, De Montfort University withdrew its provision for a new intake of students for

the College's HNC and HND programmes. In 2011 the College plans to introduce Foundation Degrees in Education Practice; Sports Fitness and Personal Training; Performance; Business; and Public Services.

Students' contribution to the review, including the written submission

8 Students studying on higher education programmes at the College were invited to present a submission to the Summative review team. College staff explained the IQER process to the students and their role in the Summative review. Aided by a facilitator, focus groups drawn from students across the provision negotiated a range of topics to aid discussion and against which to express their opinions. The College provided an analysis of the results in its self-evaluation submission. At the preparatory meeting, the Coordinator met students to seek their views on the provision. Their evidence was of value to the review.

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 College manages the standards of its higher education provision in accordance with the requirements of its awarding bodies and is reliant on the awarding bodies' procedures to underpin its generic quality assurance processes. The arrangements for the delivery of higher education programmes are comprehensively and clearly articulated within the memoranda of cooperation and collaborative agreements between the awarding bodies and the College.

10 The agreements with the Universities of Northampton and Bedfordshire identify the full range of services to which staff and students are entitled, including staff development opportunities, learning resources and careers guidance. The De Montfort University agreement is less specific about access to learning resources and other student services. In the main, there are well-defined and established relationships between the College and its awarding bodies. The Director of External Partnerships is a member of the College Leadership Group, and has responsibility for the strategic planning and management of the higher education provision and for ensuring that the awarding bodies' policies and procedures are implemented. Reporting directly to the Principal, he ensures that the college leadership is informed about the higher education provision. The College's Director of Performance and Standards has overall responsibility for the College's quality assurance processes, including teaching and learning observation.

11 The College is represented at senior management level on awarding body strategic groups. The College's heads of school are responsible for the operational management of the programmes. In line with the College's responsibilities, course leaders are accountable for programme delivery and for the subject areas. The College's governors are kept well informed of the College's plans and developments relating to higher education. These structures, and those outlined in paragraph 10, ensure clear lines of communication between programmes and across the College.

12 The Higher Education Board of Studies (the Board) is responsible for the planning and implementation of quality assurance processes and advises the College's Leadership Group. It has comprehensive terms of reference. The Board meets regularly and is chaired by the Director of External Partnerships. Membership includes awarding body representatives, the Performance and Standards Co-ordinator, higher education programme leaders, the Head of Learner Services, the Learning Resources Manager and two student representatives. The latters' presence aids communication and feedback, and strengthens further the College's higher education environment. The Board acts as a focus for sharing institutional development priorities and monitoring academic partnership arrangements. It considers, for example, higher education course proposals, self-evaluation documents, performance reports, external examiner reports, external quality audits and minutes from the higher education programme committees. Its role is expanding in response to the demands of the higher education provision. It also facilitates the sharing of good practice. The Board is central to the management, organisation and control of the provision and its terms of reference and breadth of membership represents good practice. It undertakes its remit effectively and demonstrates good practice.

13 The College has well-documented quality assurance processes, most of which are included in a performance and standards quality manual. This operational document sets out the processes and systems for quality that are generic to the College's further and higher education provision. A quality strategy comprises a framework for action detailing the key elements of quality assurance, its processes and outcomes. It should be expanded to define more clearly the unique characteristics of the higher education provision. The College's self-evaluation includes a diagram of the College's quality assurance framework. However, it lacks a timeframe for actions and processes. These processes, the structures outlined in paragraphs 10 and 11 together with operation and remit of the Higher Education Board of Studies are generally effective in underpinning academic standards.

What account is taken of the Academic Infrastructure?

14 All courses are aligned with the provisions of the Academic Infrastructure in terms of the academic standards embedded in the intended learning outcomes. Awarding body validation processes ensure the College's engagement with the subject and award benchmark statements and the *Code of practice*. Annual and periodic review and awarding body link tutors ensure that revisions to the Academic Infrastructure are acted upon. The FHEQ and subject benchmark statements are communicated to teams through the use of the awarding bodies' generic assessment criteria. A variety of staff development activities familiarise staff with the *Code of practice*'s precepts. Course tutors and other higher education staff are knowledgeable about the Academic Infrastructure and, in particular, the assessment processes identified in the *Code of practice, Section 6: Assessment of students*.

15 Link tutors work closely with course teams and programme leaders to monitor all aspects of programme delivery and to reinforce engagement with the Academic Infrastructure. Staff teaching on the Professional Graduate Certificate and Certificate in Post Compulsory Education attend meetings at the University of Bedfordshire, where they have the opportunity to network with partner colleges.

16 The programme specifications for all programmes are available to students in student handbooks and through the virtual learning environment. All higher education staff have received training on the content of the *Code of practice*, mostly through training events with the partner universities. Following the completion of the two Developmental engagements, the College's engagement with the Academic Infrastructure has evolved and become more apparent. The Higher Education Board of Studies plays a central role in maintaining the College's commitment to the Academic Infrastructure. This role is reinforced by the attendance of awarding body and student representatives. Overall, the College

engages appropriately with the Academic Infrastructure in its management of academic standards.

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?

17 The College assures itself that it is fulfilling its obligations through involvement with, for example, course annual monitoring, external examiners, course committee meetings, revalidation processes, and liaison with awarding body link tutors. Although there are some variations in the specific arrangements with each awarding body, the respective link tutor and the College's course leaders work together to ensure the maintenance of standards and the delivery of programmes in accordance with the regulatory framework and the programme requirements approved at validation. The documentation supplied by the College and awarding bodies provide a clear indication of the respective responsibilities of the partners for annual programme monitoring, assessment, and external examining, and collating and responding to student feedback.

18 The commitment to cooperation between the College's higher education provision and awarding bodies is evident in the thorough reviews undertaken by the College of its student support and its guidance policies, procedures and documentation to check their alignment with the *Code of practice*. In addition, it has completed mapping reviews of its engagement with the Academic Infrastructure. More recently it has taken the initiative and participated with its awarding bodies to complete the mapping of the core themes of the *Handbook for Integrated Quality Enhancement Review* to its provision. The outcomes have helped to clarify the College's and awarding bodies' responsibilities for, and engagement with the *Code of practice* and alignment with the Academic Infrastructure*.* Partner awarding bodies consider these processes as a valuable model that could be usefully undertaken with other colleges. The reviewers confirm that the college-led mapping processes undertaken with the awarding bodies to check the alignment with the *Code of practice*, other elements of the Academic Infrastructure, and the core themes of the *Handbook for Integrated Quality Enhancement Review* represent good practice. They confirm the College's commitment to fulfilling its obligations in meeting awarding body requirements and the parties' respective responsibilities.

19 Programme teams complete annual self-assessment reports covering the operational detail and academic health of the programmes. The reports encourage the course teams to evaluate the provision, and form the basis for action planning. After each self-assessment report is completed, it is formally signed off by the relevant head of school and returned to the Director of External Partnerships. The content of these reports is appropriate and helpful in capturing and evaluating most of the information drawn from a wide range of sources that relate to each programme. Within the text of the reports, reference is made to actions taken and objectives met, but no specific template space is allocated for action plans. Given their importance in providing a basis for enhancing the provision, the team recommends that the College modify its self-assessment report template to allow specific consideration of each programme's action plan.

20 External examiners are appointed in accordance with each awarding body's procedures. Their reports are detailed and confirm that appropriate standards are being met. Evidence indicates that course teams respond appropriately to identified issues. Reports are received by the Quality Office. The Performance and Standards Coordinator, in conjunction with the Performance and Standards Director, is responsible for managing the processes relating to external examiner reports and maintaining academic standards. The discharge of these functions is judged to be effective. External examiner reports, annual monitoring reports and resulting actions are discussed at the Higher Education Board of Studies.

Procedures for the operation of examination boards are aligned with the *Code of practice, Section 4: External examining* and conducted in accordance with awarding bodies' regulations.

21 The format and requirements for programme review are set out in the contractual agreements with the awarding bodies. The College undertakes its own pre-validation review of course proposals that includes a presentation to the appropriate board of studies on the content of the curriculum, resource requirements and quality issues. The Director of External Partnerships and the Director of Performance and Standards check the final proposals. This process is helpful in confirming the validity of the course proposals.

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

22 There is an effective appraisal and performance review process that forms the basis of all staff development within the College. As virtually all staff teach across both further and higher education areas, it is for the head of school, together with the member of staff, to identify the developmental activities relevant to higher education. The needs analysis resulting from appraisal leads to the production of a staff development plan which lists staff training needs. Requests for staff development, which are normally met, are accompanied by a brief rationale that links with the College's strategic objectives. However, the College has not adequately articulated a staff development policy that expresses the criteria to be met or how outcomes might be evaluated for its higher education provision. There is also a lack of evidence of a framework that explicitly fosters a culture of research and scholarly activity. The team recommends that a comprehensive staff development policy be produced which will inform the development of an annual staff development plan linked to the College's strategic higher education priorities. This would include consideration of research and scholarly activity.

23 The College's Higher Education Strategy outlines staff development priorities for the current year, including preparing staff for validation activity and specialist aspects of the delivery of Foundation Degrees. The awarding bodies offer a range of staff development opportunities to meet existing and emerging needs. These have benefitted college staff by updating their knowledge and increasing their awareness of academic standards, including the embedding of the Academic Infrastructure.

24 In their contribution to self-evaluation reports, link tutors liaise with course leaders to identify staff development needs and activities. The Higher Education Board of Studies also has regular staff development items on its agenda. The staff development initiatives outlined in paragraphs 22 to 24 aid the achievement of appropriate academic standards and the dissemination 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?

25 The structures and reporting arrangements described in paragraphs 9 to 13 also apply to the quality of learning opportunities. They provide an effective framework for the management and delegation of the College's responsibilities for underpinning the quality of learning opportunities. The framework comprises clearly defined responsibilities and reporting processes.

26 Staff attend The University of Northampton quality standards and enhancement committees to discuss measures to enhance the provision. Actions are fed back for dissemination to the Director of External Partnerships. The University of Bedfordshire operates network tutor meetings for the teacher training staff. These are used to encourage communication and good practice between partner colleges. The College's service delivery staff are expected to understand the impact of the Academic Infrastructure on their contributions.

27 Consideration of retention and achievement statistics, and matters relating to information and learning technology and equality and diversity, are discussed at course reviews that meet five times each year. In addition, there are termly meetings between College staff and university link tutors. The team judges these arrangements and those described in paragraphs 26 and 27 to be effective in maintaining and enhancing the quality of learning opportunities.

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

28 The processes by which the College assures itself that it is fulfilling its obligations to the awarding bodies are detailed in paragraphs 17 to 21. They provide an effective framework for the management of the College's obligations to deliver an appropriate quality of learning experiences. These processes are complemented by extensive liaison between the College's staff and each awarding body. The latter express confidence in the processes by which the College provides learning opportunities that are appropriate to students' needs.

29 Validation processes are effective and the awarding bodies are satisfied that the College is able to offer and support a wide range of student learning opportunities. The respective awarding body partner manages the process of moderation and double marking of students' assessments. Moderation boards are usually held at awarding body premises and normally attended by College tutors. The processes are effective.

30 The College is embarking upon a programme for the expansion of its Foundation Degree provision. To underpin this, links are being developed with local and regional employers to enhance the quality of the students' work-based learning experience. In some cases agreements prescribe the framework for work-based learning between the College, the student and the employer. There are variable practices with respect to guidance on the employer's role in work-based learning. In some cases flow charts are used to clarify roles. In others, the employer guidelines detail the health and safety requirements for prospective employees. In the latter, there is limited guidance for employers on what the College expects from them, and what they can expect from the College and from the students undertaking work-based learning. In some cases, the communication of the employer's role is not

sufficiently well developed or transparent. This could hinder employers' understanding of what is required in supporting students' work-based learning placements. The team recommends that where guidance on the role of the employer in work-based learning is less well developed, the College reviews its current practices and engages with the appropriate awarding body to make its documentation more comprehensive and transparent.

31 There is a wide range of feedback mechanisms for gathering student views. Students confirm that their views are listened to and action is taken. Students outlined systematic processes for obtaining learner feedback about the quality of their learning opportunities. Good practice on obtaining feedback is shared among programme teams.

What account is taken of the Academic Infrastructure?

32 The arrangements described in paragraphs 14 to 16 also apply to the College's management of the quality of learning opportunities. The awarding bodies' documentation, continuous professional development opportunities, and the College's own staff development activities ensure that the Academic Infrastructure, as it impacts on the quality of learning opportunities, is well understood.

33 Teaching and assessment plans are set at the start of the academic year and are communicated to students through the course handbooks. The process of monitoring and review undertaken throughout the year ensures that programmes continue to meet the expectations of the FHEQ, the *Code of practice*, subject benchmark statements and guidelines on programme specifications. Staff demonstrated their familiarity with the precepts of the *Foundation Degree qualification benchmark* and the *Code of practice, Section 9: Work-based and placement learning.*

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

34 The Higher Education Board of Studies provides a focus for the discussion of the quality of teaching and learning and good practice. It is informed by the College's strategic aims that relate to teaching and learning. The attendance of a student representative provides direct feedback on the operation of programmes and an opportunity for commentary on matters relating to teaching and learning. The feedback enhances the quality of communication between staff and students. This is complemented by student focus groups, induction, end-of-year surveys and through participation in the National Student Survey. This feedback is considered by programme teams and is reviewed and monitored in Higher Education Boards of Studies. These processes are effective.

35 A member of staff, with remission from teaching, has been appointed to lead, advise and inspire staff and students in their engagement with the new learning technologies that impact on learning and teaching. The post holder also provides support for the College's and awarding bodies' virtual learning environments. It is unclear how the post holder's role will engage with the College's draft information and learning technology strategy. It is not clear how this plan will be evaluated, monitored or completed, or where the overall responsibility for the delivery of its outcomes resides. The team recommends that the College develop, monitor and more clearly articulate an e-learning strategy that better integrates the developments in its information and learning technology with its expectations for higher education teaching and learning.

36 The Director of Performance and Standards manages the teaching and learning observation process. Observations are carried out by senior members of staff and are matched to grading criteria. The results feed in to the annual appraisal review process. The quality of teaching is enhanced further by the peer observation of teaching, where

staff support each other in developing their teaching and reinforce good practice. These processes are judged to be effective.

37 Employers have been closely involved in the development of the Foundation Degree in Sports Coaching. There are examples of effective liaison with small businesses undertaken as part of the curriculum design for the HND Graphic Communication. In engineering, employers are involved in the assessment of student 'real-life' project presentations. These strong employer links are beneficial in enhancing the quality of teaching and learning.

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

38 The College's and awarding bodies' student support and guidance policies and the strategies for their implementation are generally effective in underpinning the quality of learning opportunities. These are enhanced by the opportunities for the evaluation of their effectiveness, identified in the self-assessment reviews, the focus groups and the responses to feedback. The mapping of the provision to the *Code of practice*, and the role of the Higher Education Board of Studies are central in demonstrating that the College is discharging its responsibilities. This is demonstrated in the support offered for students with learning difficulties or disabilities and is effective and comprehensive. Needs are identified early and students receive support from dedicated staff or other resources to support and to pursue their studies. The College provides a variety of special equipment for students, including those with visual impairment. It offers dyslexia assessment and the support of suitably trained support assistants. Additional to its obligations to the awarding bodies, the College supports students with supplementary needs through its Learner Support Department and the Additional Learning Support Team. These facilities for supporting students with learning difficulties or disabilities reflect good practice.

39 The College has effective procedures for the admission of students. It identifies the particular support needs of non-traditional entrants at the pre-application stage with supportive individual interviews. The support needs of students are assessed at the application stage or as part of the joining arrangements. Induction arrangements are, in the main, thorough and supportive. However, Diploma in Management Studies students felt the induction was too lengthy and of limited benefit.

40 Classes are small with supportive and approachable tutors. There is a well-established tutorial programme. Students are also able to contact staff at any time for support or guidance. The use of electronic communications between staff and students is a key part of the support system, particularly for part-time students. This support is emphasised in programme handbooks, at interview and in induction sessions. The recently introduced Higher Education Learner Handbook is effective in identifying the wide range of support services. This includes the offer of individual support for students by the learning resource centre staff.

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

41 The arrangements described in paragraphs 22 to 24 also apply to the College's management of its staff development to enhance the quality of learning opportunities. The College offers extensive opportunities for staff development in support of its higher education activities. These include graduate study and a range of continuing professional development opportunities. Following the recommendation in the action plan of the first College Developmental engagement, collaboration with the awarding bodies on staff development has expanded. Partnership agreements set out the broad expectations for staff development. Awarding bodies are responsible for providing specific development activities

relating to their collaborative programmes. These include the validation and Academic Infrastructure training provided by The University of Northampton, and course-specific study days for education at the University of Bedfordshire. Course leaders provide developmental opportunities to colleagues through their sharing of good practice, for example in the use of the virtual learning environment. Given the initiatives of the College and the awarding bodies, there is ample evidence of staff development to enhance the provision.

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?

42 Representatives of the awarding bodies visit the College to assess the adequacy of learning resources and services for students. The College Leadership Team, in accordance with annual budgetary processes, considers requests for staff resources. Resource allocation is linked explicitly to the higher education provision. Depending on their responsibilities, staff are allocated reduced class contact time to support programme development. Students are made aware of their entitlement to access resources at partner awarding bodies and access is made available to each awarding body's virtual learning environment.

43 Qualified librarians and trained library assistants provide group and individual support to staff and students in the Library and Learning Resources Centre. The Library and Learning Resources Manager has helped to develop the College Reporting System to allow tutors to access information on students' pattern of use of library books. This is an effective planning tool that can be used to target non-library users for support and also to plan the purchase of relevant resources. This represents good practice.

44 The Learning Resources Centre has no quiet area dedicated for higher education study, although a room had previously been made available. Students clearly miss this facility. The staff are aware of the problems associated with the lack of a quiet segregated area in which students can undertake their studies. They acknowledge that it militates against establishing a higher education ethos. The College has responded by providing a segregated space within a larger area, but this has only been partially successful in meeting students' needs. A future move to a new building is expected to resolve the situation. It is recommended that the College continue to review the quiet space accommodation needs of its higher education students to provide a learning environment more compatible with their needs and to help inculcate a higher education culture.

45 For most programmes, staffing and physical resources are provided at an appropriate level, and, overall, the resource links with the awarding bodies are good. In the main, the virtual learning environment is used effectively to allow students remote access to materials. Online discussion groups and directed research tasks stimulate students' learning experience. The use that students make of the respective awarding body virtual learning environments varies between programme areas. In some cases problems of access have not encouraged their use. The College is resolving these issues. The team concludes that the resources are managed effectively to meet the needs of the provision and support the quality of 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?

46 The College publishes a range of documents to support its higher education provision. These include a dedicated Higher Education Prospectus and Higher Education Learner Handbook as well as detailed course leaflets. These and other marketing information are produced by the College's Marketing Department. A college-based system is designed to check the accuracy and consistency of all published information. All externally published marketing materials are also checked with the awarding bodies to ensure accuracy and adherence to style guidelines. The team evaluated a sample of handbooks and course leaflets. They found a few minor errors in the information included in the prospectus and the course leaflets. For example, these included a few inconsistencies in unit and course titles and slight variations in entry and qualification requirements. The team recommends that the College liaises with its awarding bodies to improve its procedures for checking the accuracy and completeness of the information that it provides.

47 The College is responsible for supplying a wide range of information, advice and guidance material to prospective students and applicants. This includes presentation materials used by staff to provide information to prospective applicants. The information leaflets on fees, loans and funding is accurate and accessible. All students are issued with programme handbooks that contain all key documents and information. There is no consistency in the content or format of the student handbooks as each one is developed to meet the specific guidelines of the respective awarding body, which often supplies them or approves them at validation events. Most of the handbooks are available on the College's virtual learning environment. Prospective students are able to access a web-based version of the College's prospectus. The College website provides effective links to the websites of its awarding bodies. The content of the pre-checked Higher Education Prospectus is deposited on the College website.

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

48 The terms of reference for the Higher Education Board of Studies have recently been amended to include responsibility for the approval and signing off of all higher education-related public information. This formalises the arrangements whereby course leaders, the Director for Higher Education, the Executive Assistant for Higher Education and the Head of Marketing review and approve publicity materials in conjunction with the awarding bodies. Self-assessment reports are also used to highlight public information issues.

49 During the last year, the College website has undergone substantial updating to make it easier for students to access information. The number of staff involved in web publishing has increased from one to three, and a web feedback form encourages users to express their views. These initiatives are reflective of the College's acknowledgement of the need to provide more effective access and to improve the control of the accuracy of its content.

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

50 The Developmental engagement in assessment for Tresham College was undertaken in November 2008. There were three lines of enquiry as follows.

Line of enquiry 1: How effective is the Institute in discharging the responsibilities delegated by its awarding bodies for managing the student assessment process and consequently engaging with the Academic Infrastructure?

Line of enquiry 2: How effective is the Institute in ensuring the quality, appropriateness and timeliness of feedback to learners on assessed work in a way that promotes learning and encourages improvement? How effective and appropriate are the processes and procedures for gathering feedback from the student voice in enhancing the quality of their learning opportunities and improving decision-making?

Line of enquiry 3: How effective is the Institute in ensuring that the information provided to learners on assessment, and for which it is responsible for publishing, is clear, accurate and complete?

51 The lines of enquiry covered the implementation of the awarding bodies' regulations on assessment across the courses and the responsibilities of the College in these processes. The scope of the Developmental engagement in assessment covered all of the higher education courses offered by the College.

52 The Developmental engagement identified two areas of good practice. These were the detailed and evaluative commentaries provided within the HND in Graphic Communication self-assessment and in the quality improvement reports. In addition, the use made of the virtual learning environment to provide students with early feedback was indentified.

53 The Developmental engagement team considered it as advisable that the College monitor and review the effectiveness of its Higher Education Board of Studies and that it implements more systematic and coherent procedures for stimulating students' feedback and establishing centralised systems and procedures to capture its higher education statistics. The team considered it desirable that the College engage further with its higher education partners to enhance the provision of staff development opportunities; implement clear and systematic procedures for the identification and sharing of good practice across its higher education programme areas; address the variability in the quality and content of written feedback to students and review its procedures to mitigate the variability in the timeliness of feedback on students' assessed work. It was also considered desirable that the College review the locally-based content of its website and the information provided on the courses and assessment processes.

Summary of findings from the Developmental engagement in student support and guidance

54 The Developmental engagement in student support and guidance for Tresham College was undertaken in April 2010. There were three lines of enquiry as follows.

Line of enquiry 1: How effective is the College in discharging the responsibilities delegated by its awarding bodies for managing the student support process and consequently engaging with the Academic Infrastructure?

Line of enquiry 2: How effective is the College in ensuring that the support and guidance offered to students is appropriate for their needs, is in accordance with the requirements of the awarding bodies, and engages with the QAA's *Code of practice*?

Line of enquiry 3: How effective is the College in ensuring that the information provided to learners on student support and guidance, for which it is responsible for publishing, is clear, accurate and complete?

55 The lines of enquiry covered the implementation of the awarding body regulations on student support and guidance across the courses, and the responsibilities of the College in these processes. The scope of the Developmental engagement in student support and guidance covered all of the higher education courses offered by the College.

56 The Developmental engagement identified a number of areas of good practice. These were: the College's mapping of its higher education student support and guidance programme documentation and procedures to the *Code of practice*; the establishment of a Higher Education Board of Studies; the pastoral support for students provided by the Higher Education Coordinator; the united and supportive approach demonstrated among the higher education programme teams and tutors; the opportunities for students to engage in group learning; and the well-structured and redesigned higher education web pages.
Overall, the College Reporting System demonstrated good practice in generating up-to-date statistical information to aid the monitoring of each student's performance.

57 The Developmental engagement team considered it desirable that the College encourage the more regular attendance of students at the Higher Education Boards of Study; introduce a minimum entitlement for tutorial support; engage with its awarding bodies to review the potential and use of the virtual learning environments; develop strategies that integrate its information and learning technology with its expectations for higher education teaching and learning; the Higher Education Board of Studies formally monitor and systematically approve all documents and other published information; encourage user feedback on the content and effectiveness of the website pages; and respond to the lack of key texts.

58 The College has made progress in meeting the recommendations contained in the two Developmental engagement action plans.

D Foundation Degrees

59 As of January 2011, there are three Foundation Degree programmes, as follows, with the awarding body in brackets:

- Foundation Degree in Sports Coaching (University of Bedfordshire)
- Foundation Degree in Engineering (The University of Northampton)
- Foundation Degree in Fine Art (University of Northampton).

60 In 2011, the College plans to introduce Foundation Degrees in Education Practice; Sports Fitness and Personal Training; Performance; Business; and Public Services. In November 2009, the building of a new campus in Corby commenced which is due for completion in the autumn of 2011.

61 The self-assessment reports for the Foundation Degree programmes, and the engagement in meetings of programme teams from the awarding bodies and partner colleges, demonstrate the close working relationships and effective communication between the awarding bodies and College tutors. The students also receive a comprehensive course handbook that details the level of support that they can expect. This includes support from tutors and mentors. The outcomes of the review's evaluation confirm that appropriate and well-defined structures are in place to deliver academic standards that are appropriate to the provision of Foundation Degrees. These serve the needs of further and higher education without conflict.

62 In conclusion, the College discharges its responsibility and fulfils its obligations in line with the expectations of the awarding bodies. All of the good practices and recommendations listed in paragraphs 64 to 67 are relevant to the Foundation Degrees.

E Conclusions and summary of judgements

63 The Summative review team has identified a number of features of good practice in Tresham 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 the University of Bedfordshire, De Montfort University and The Northampton University.

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

- the comprehensive terms of reference and breadth of membership of the Higher Education Board of Studies, which includes the awarding bodies, cross-college and student representation and facilitates effective decision making and the sharing of good practice (paragraphs 12, 16)
- the college-led mapping processes undertaken with the awarding bodies to check the alignment with the *Code of practice*, other elements of the Academic Infrastructure and the core themes of *The handbook for Integrated Quality Enhancement Review* have helped to clarify respective responsibilities (paragraph 18)
- the facilities and support for students with learning difficulties or disabilities that includes the availability of dedicated staff and specialist resources (paragraph 38)

- the development of the College Reporting System to provide an effective tool to allow tutors to monitor students' pattern of use of library books and to plan the purchase of additional learning resources (paragraph 43).

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

66 The team considers that it is **advisable** for the College to:

- liaise with its awarding bodies to improve its procedures for checking the accuracy and completeness of the information that it provides (paragraph 46).

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

- modify the self-assessment report template to allow specific consideration of each programme's action plans (paragraph 19)
- introduce a comprehensive staff development policy for its higher education provision that includes consideration of research and scholarly activity (paragraph 22)
- liaise with the awarding bodies to define more clearly the role of the employer as a partner in work-based learning (paragraph 30)
- develop, monitor and more clearly articulate an e-learning strategy that better integrates the developments in its information and learning technology with its expectations for higher education teaching and learning (paragraph 35)
- continue to review the quiet space accommodation needs of its higher education students to provide a learning environment more compatible with their needs and to help inculcate a higher education culture (paragraph 44).

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

69 Based upon its analysis of the College's self-evaluation, and other documentary evidence, and from its meetings with staff and students, the team concludes that 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.

70 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.

Tresham College action plan relating to the Summative review: January 2011						
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 comprehensive terms of reference and breadth of membership of the Higher Education Board of Studies, which includes the awarding bodies, cross-college and student representation and facilitates effective decision making and the sharing of good practice (paragraphs 12, 16)	Review Higher Education Board of Studies terms of reference and membership annually	Annually - June meeting	Director of External Partnerships and Executive Assistant (Higher Education) to table a paper for agenda	Strategic and quality requirements covered by the expertise of the membership which support and develop the College's Higher Education Strategy	Higher Education Board of Studies and a section of the Higher Education Annual Report to Governors	Review terms of reference with Association of Colleges to identify benchmarking and good practice
• the college-led mapping processes undertaken with the awarding bodies to check the alignment with the *Code of practice*, other elements of the Academic Infrastructure and the core themes of *The handbook for*	Review new QAA framework with Higher Education Board of Studies - prepare mapping exercise documentation	November 2011	Senior Assistant Registrar, University of Northampton; Head of Quality, University of Bedfordshire; Director of External Partnerships, Performance and	Framework will be monitored annually to ensure it is fit for purpose	Higher Education Board of Studies	Monitor framework with University partners. Make appropriate changes in light of information received from QAA and institutional reports

	Integrated Quality Enhancement Review have helped to clarify respective responsibilities (paragraph 18)	Higher Education Board of Studies agenda items to ensure framework is understood by members and used throughout the College	March 2012	Standards Coordinator, Library and Learning Resources Manager, Tresham Director of External Partnerships and Executive Assistant (Higher Education)	Ensure the framework is fit for purpose and is compliant with QAA requirements	Higher Education Board of Studies and a section of the Higher Education Annual Report to Governors	Benchmark with other further education colleges that have considerable higher education provision - July 2012
•	the facilities and support for students with learning difficulties or disabilities that include the availability of dedicated staff and specialist resources (paragraph 38)	Present support for learners to HOS/CMG	June 2011	Head of ALS Head of Learner Services LRC Manager	CMG/HOS minutes of training delivered	Higher Education Board of Studies	CPD report on staff development
		Include information regarding support in the Higher Education Prospectus/online	December 2011	Head of ALS Head of Learner Services LRC Manager Executive Assistant (Higher Education)	Published prospectus/ website updated		FIOC Survey/induction
		Development of 'support for learners' literature	May 2011	Head of ALS Head of Learner Services LRC Manager	Published Documentation		Learner feedback on awareness of support from learner forums. Question added to induction survey on support literature
		Specialist staff delivering training to teams across	September 2011		Training delivered with evaluation completed		CPD report on staff development

	College ALS /learner support staff to attend curriculum area team meetings Information to learners at higher education induction	Ongoing September 2011	Head of ALS Head of Learner Services Head of ALS Head of Learner Services LRC Manager	ALS/learner support staff actively contribution to meetings Learner awareness of support - FIOC/induction		Meeting minutes Induction checklists
• the development of the College Reporting System to provide an effective tool to allow tutors to monitor students' pattern of use of library books and to plan the purchase of additional learning resources (paragraph 43).	HND Graphic Design and Cert Ed teams to share existing good practice through the Higher Education Board of Studies	June 2011	LRC Manager	Sharing of good practice recorded in minutes from Higher Education Board of Studies Other higher education teams developing similar practices	Higher Education Board of Studies	Evidence of adoption of good practice by other teams
Advisable	**Action to be taken**	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
The team considers that it is **advisable** for the College to:						
• liaise with its awarding bodies to improve its procedures for checking the accuracy and completeness of the information that it	College Higher Education Prospectus to generate all higher education course publicity	June 2011	Marketing Manager	Audit of course leaflets against prospectus indicating accuracy and completeness of all documents	Higher Education Board of Studies	Annual review of process

provides (paragraph 46).	Mapping exercise of college and Academic Infrastructure public information approval processes. Negotiation of best fit Schedule for checking all public information (any discrepancy between publicity and handbooks to be checked with Academic Infrastructure)	April 2011 May 2011		Mapping leads to workable approval schedule Audit trail and accuracy		
Desirable	**Action to be taken**	**Target date**	**Action by**	**Success indicators**	**Reported to**	**Evaluation**
The team considers that it is **desirable** for the College to:						
• modify the self-assessment report template to allow specific consideration of each programme's action plans (paragraph 19)	Meeting 8 April 2011 to plan improvements to self-assessment report in line with Summative review recommendations Self-assessment template updated	08 April 2011 15 April 2011	Director of External Partnerships, Performance and Standards Coordinator, LRC Manager Performance and Standards Coordinator	Updated self-assessment template produced which includes a clearly defined programme action plan Updated template produced	Higher Education Board of Studies and university partners	Course self-assessment of 10/11 and records from monitoring meetings with higher education course leaders Self-assessment template

	New template presented to Higher Education Board of Studies and awarding bodies New self-assessment template distributed to higher education course leaders to be used for 2010-11 course	Higher Education Board of Studies May 2011 meeting and emailed to university partners Following Higher Education Board of Studies distribute to all by end of May 2011		Satisfactory response from Higher Education Board of Studies and university partners New template used by higher education course leaders for 2010-11 self-assessment	Performance and Standards Coordinator	Minutes from Higher Education Board of Studies and responses from university partners Self-assessment records
• introduce a comprehensive staff development policy for its higher education provision that includes consideration of research and scholarly activity (paragraph 22)	Set aside a budget head for higher education research and scholarly activity Update the Staff Development Policy to include a section on higher education and to ensure that research and scholarly activity are appropriately catered for	July 2011 31 August 2011	HR Learning and Development Adviser	A budget agreed Budget secured and staff commence practice	Higher Education Board of Studies, Governing Body	Annual Report to Higher Education Board of Studies Updated Staff Development Policy Annual review (minutes from Higher Education Board of Studies)

• liaise with the awarding bodies to define more clearly the role of the employer as a partner in work-based learning (paragraph 30)	Course teams to review *Code of practice* and produce a template for use by employers	October 2011	Head of School, university link tutor, course leader	Template produced and presented to Higher Education Board of Studies	Higher Education Board of Studies	Template
	Meetings with employers to review and receive template	December 2011	Head of School and link tutor	Employers agree that template is relevant to workforce needs		Notes from meetings with employers Minutes from Higher Education Board of Studies
	Structure and content agreed with University of Northampton	February 2012	Senior Assistant Registrar at the University of Northampton and University of Bedfordshire	Template agreed to be compliant with Academic Infrastructure and university award framework	University registries	Records of agreement from University of Northampton and University of Bedfordshire
• develop, monitor and more clearly articulate an e-learning strategy that better integrates the developments in its information and learning technology with its expectations for higher education teaching and learning (paragraph 35)	Clarify e-learning strategic priorities with partner institutions	July 2011	LRC Manager	Strategic priorities identified for University of Northampton Strategic priorities identified for University of Bedfordshire	ILT Strategy Group	Minutes from ILT Strategy Group
	Evaluate the compatibility between partner institutions priorities and the Tresham IT Strategy	December 2011	ILT Strategy Group	Agenda item prepared by ILT Strategy Group setting out intentions for higher education	Higher Education Board of Studies	Minutes from Higher Education Board of Studies

				for the Higher Education Board of Studies		
	Identify Tresham strategic priorities for higher education	April 2012	ILT Strategy Group	Agenda item prepared by ILT Strategy Group setting out intentions for higher education for the Higher Education Board of Studies		Minutes from Higher Education Board of Studies
	Share good practice from partner institutions and Tresham	On going	Director of External Partnerships	Good practice communicated through Higher Education Board of Studies Evidence of adoption of good practice in other areas of higher education		Minutes from Higher Education Board of Studies indicate sharing good practice has taken place
	Develop appropriate staff development opportunities to support strategy	On going	HR Learning and Development Adviser	Staff development activities reflecting the identified higher education ILT priorities Staff development activities which enable teams to	Director of External Partnerships	Higher Education Staff Development Plan Higher education staff training records

				equip themselves to adopt good practice shared at Higher Education Board of Studies		
	Use learner voice activities and student surveys to assess levels of student satisfaction with e-learning opportunities	November 2011	Performance and Standards Coordinator	Positive responses from learners in relation to questions concerning use of IT and e-learning opportunities		Summary of feedback from learner voice forums Action plans in response to feedback from learner forums
	SARs to indicate developments in use of IT and e-learning strategies	July 2012	Performance and Standards Coordinator	SARs indicate how e-learning strategy is being implemented at a team level		SARs
• continue to review the quiet space accommodation needs of its higher education students to provide a learning environment more compatible with their needs and to help inculcate a higher education culture (paragraph 44).	Investigate opening up a doorway between the LRC and adjacent classroom Investigate costs of fitting sound dampening panelling to bookshelves adjacent to quiet study area	May 2011 May 2011	LRC Manager	Bid for work submitted to Director of Technology Innovation and Resources	Director of External Partnerships	Review completed and bid submitted

	Bid for costs to make changes	June 2011				Work completed
	Make changes if bid accepted	August 2011	Director of Technology Innovation and Resources			Feedback sheets from learner forums
	Consult with learners on effectiveness of changes in improving working atmosphere on Kettering Campus	November 2011	LRC Manager	Positive feedback from learner voice activities	Higher Education Board of Studies	Minutes from Higher Education Board of Studies
	Consult with learners on environment in the new Corby Campus and specifically ask them about noise levels from their perspective	November 2011				
	Action plan any necessary changes	January 2012				

RG 711 04/11

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