

Framework for assuring quality in a large FE college with substantial HE provision

Quality Assurance College & FE	Quality Assurance for HE sector (separate from FE sector)	Why do we need it?	What do we need to do next?
College Quality Standards Committee (QSC)	<p>Separate HE Quality systems and processes</p> <p>1. Quality Management & Enhancement Committee (QMEC – HE sub-committee of QSC) has 3 sub-committees</p> <ul style="list-style-type: none"> – External Examiners' Working Group – Validations & Monitoring Advisory Group – Learning & Teaching Group 	<p>1. A forum to manage and enhance HE quality & standards and approve new and review existing procedures</p>	
College Quality Standards Committee (QSC)	<p>Separate HE Quality systems and processes</p> <p>2. Quality Management & Enhancement Committee (QMEC - HE sub-committee of QSC) has 3 sub-committees</p> <ul style="list-style-type: none"> – External Examiners' Working Group – Validations & Monitoring Advisory Group – Learning & Teaching Group 	<p>1. A forum to manage and enhance HE quality & standards and approve new and review existing procedures</p>	
	<p>2. Quality Standards Pack for the HE sector contains all policies and procedures relevant to HE quality.</p>	<p>2. A helpful reference point for all staff</p>	<p>2. HE policies & procedures reviewed regularly</p>
	<p>3. Included in Quality Standards Pack is The Handbook for Programme Approval, Review & monitoring in the HE Sector which provides detailed guidance on procedures & documentation relating to:</p> <ul style="list-style-type: none"> – programme approval – programme re-approval (periodic review) 	<p>3. These detailed guidelines on procedures & documentation are in line with the QAA Code of Practice thus ensuring we meet QAA requirements</p>	

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	<ul style="list-style-type: none"> – the annual self-assessment, review and evaluation process at course, department & school level – changes to academic programmes within the period for which a programme is validated 		
	<p>4. External Examiner Report Form for HE courses and External Examiner Response form (with action plan) for Course Leaders to complete</p>	<p>4. The response form ensures strengths & good practice are identified and an action plan is drawn up to deal with any issues raised by the external examiner</p>	
FE Learning & Teaching Strategy	<p>5. Separate Learning & Teaching Strategy for Courses in the HE Sector . More recently Department/Subject area Learning & Teaching Strategies have been developed</p>	<p>5. An HE Learning & Teaching Strategy helps to ensure we are responsive to the different needs of HE students and meeting HEFCE/QAA requirements and response to HE initiatives & priorities. The department strategies render the central HE strategy more locally meaningful & relevant.</p>	
College Tutorial Policy with separate guidance for the HE & FE sectors	<p>6. Specific guidance on the College Tutorial Policy for the HE sector. The HE Personal Tutors' Handbook provides detailed guidance on the personal tutor's role in the HE sector and on the other sources of support within the College available to students and personal tutors.</p>	<p>6. Ensures each HE student has an annual tutorial entitlement.</p>	<p>6. Tutorial Policy about to be reviewed & policy only for the HE sector to be developed. Task group investigating strategies to bring in QAA Progress Files</p>

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			as part of this process.
	<p>7. The HE Assessment Handbook is part of the HE Quality Standards Pack. It contains all policies & procedures relating to assessment in HE. e.g.</p> <ul style="list-style-type: none"> – assessment regulations for different types of HE courses – conduct of assessment boards – appointment of external examiners – assessment moderation in HE. 	<p>7. A helpful reference point for all staff involved in assessment.</p>	<p>7. Contents are under regular review.</p>
	<p>8. Management of courses within the HE sector - this document details:</p> <ul style="list-style-type: none"> – the role of Course Committee Chairs, Course Leaders, Personal Tutors and Module Leaders – guidelines for course committees (e.g. frequency, membership & agendas) – contents of course files – contents of module files. 	<p>8. This provides guidance for all staff involved in the management and delivery of courses. All guidelines reflect the requirement of QAA review.</p>	
	<p>9. Annual course categorisation process is undertaken by the HE Quality Management & Enhancement Committee to identify aspects in need of attention or likely to cause concern arising from external examiner reports, retention and achievement data.</p>	<p>9. Helps to identify issues before they affect the student experience or quality or standards on a programme.</p>	

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	10. Placement policies for HE courses with a placement component	10. To assure placements are selected carefully and managed & monitored effectively & that students will be confident, well prepared and have a positive experience.	10. Task group currently reviewing placement policies and practices to ensure they meet the requirements of the QAA Code of Practice.
Similar opportunities in FE except for student meeting at re-approval validation events	11. Student evaluations. HE students have several opportunities to express their views: <ul style="list-style-type: none"> – at course committees (student representatives have full membership) – in personal tutorials – via the HE sector entry & exit surveys – via module/unit feedback surveys – via the Students' Union – school student forum – re-approval (periodic review) validation events include a meeting with students – appeals & complaints procedures 	11. These opportunities ensure the student voice is heard and responded to.	
FE-only Management observation of teaching & learning	12. Peer review of teaching & learning. Management observation of teaching & learning	12. To identify good practice and aspects of teaching & learning in need of enhancement as well as the support necessary to ensure enhancement.	

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	<p>13. Annual HE Quality Enhancement plan - identifies issues and weaknesses from all possible sources, plan developed to overcome weaknesses and address issues.</p>	<p>13. To ensure enhancement occurs within the HE sector</p>	
<p>Similar staff development opportunities</p>	<p>14. Strong support for HE staff development e.g.</p> <ul style="list-style-type: none"> - qualificatory, e.g. Masters, PhDs - non-qualificatory, e.g. conferences, workshops, visits, QAA seminars - in house events specifically for HE staff, e.g. workshops run by national educationalists, embedding ICT, key skills, relating to quality process, team visits, team away days, team workshops 	<p>14. To support the HE ethos & practices & ensure best quality provision possible.</p>	
	<p>15. Role of awarding university</p> <ul style="list-style-type: none"> - accreditation/re-accreditation process - Joint Academic Committee & Joint Academic Planning Forum - university membership of college committees & college membership of university committees & Senate - annual accreditation report - receipt of all validation documentation - monitoring of all external examiners' reports - approval of all external examiner appointments - chair or panel member of college postgraduate 	<p>15. To monitor quality & standards & support enhancement</p>	

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	<ul style="list-style-type: none"> validation events – attendance at annual department and school self-assessment, review and evaluation events – university advisers (critical friend role) 		
Similar post in FE	16. Dean of Quality Enhancement (HE) post	16. Post dedicated to the enhancement of quality & standards in the HE sector	
Similar employer involvement in the FE sector	17. Employer involvement e.g <ul style="list-style-type: none"> – as members of course committees – providing placements/ practice or work experience – contributions to teaching on more vocational HE courses – involvement in curriculum development, review and monitoring – formal meetings and informal liaison 		
	Report to Academic Board in February on key elements in HE, issues and good practice arising out of HE course reviews.	Ensure there rest of the college agrees key policies and is informed about HE developments	
Advisory Boards	Advisory Boards of employers and HEIs meet once a term and advise on new course design	Engage with employers formally on curriculum design, offers of placements and to get feedback	Advisory Boards or industry panels are the formal ways of involving employers. There will be others, some more

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			informal.
Student feedback Aggregated cross-college surveys	End of year course survey Unit evaluations Focus group follow up	Ensure that students have a voice and ensure that appropriate feedback is available.	Need to harness good practice and develop this area consistently
Site based student representatives convened by Student Liaison Officer	Site-based HE student rep meetings once a term convened by member of HE staff. Issues raised at HE sub-committee	To encourage an HE ethos and understand responsibilities as well as rights.	