

presented to the Higher Education Teaching, Learning and Quality Committee (HETLQC). This is a new committee reporting to the Senior Management Team, chaired by the newly appointed Assistant Principal Higher Education, with responsibility for oversight of all higher education provision at the College. The second feature identified was the performance review system that was embedded throughout all levels of the College. The underlying approach to performance review at the College remains the same, but review of higher education performance has now been separated out. Reviews of planning and resources related to higher education take place biannually at departmental level and feed directly into the Senior Management Team. The third feature of good practice, the five-stage internal verification system, continues to be applied effectively to higher education provision accredited by Pearson.

^ The fourth feature of good practice, the identification and dissemination of good practice through the College's peer observation scheme, is being developed further. A new higher education focused system of peer review has been developed and is currently being implemented. The new scheme is aligned to appropriate professional standards. The outcomes of the scheme will be reviewed and reported to the Higher Education Forum, a new body that facilitates exchange of views among those teaching higher education programmes at the College. The fifth feature highlighted the comprehensive and widely available information that underpinned the management of quality and standards. This area has been developed through the work of a dedicated higher education management information systems administrator including new reports supporting higher education management processes and the production of key information sets.

Section 5: Update on recommendations

9 The Interim Review made three recommendations, all of which related directly to students. The first recommendation was to strengthen the representation of higher education students on higher level committees of the College. At College level this has been addressed through the establishment of a place for a higher education student on the Board of Governors. Changes have also been made to student representation on committees related to higher education following the recent restructuring. Student panels have been established which operate without staff input, except for the attendance of the Student Support Officer who takes minutes. The terms of reference of the HETLQC provide for student representation: the committee currently has two student members. Students are represented on course committees and consideration is being given to finding a way to integrate student feedback into the work of the Higher Education Validation Panel which deals with programme approval and review. Students who met the monitoring review team indicated that student representation worked effectively and cited examples of issues raised by students to which the College had responded. Student representatives reported that not all representatives had received training, a matter which the College indicated it planned to address.

The second recommendation was to formalise the process for conducting end of year module evaluations. A standard module evaluation form is now in place. Feedback collected in this way feeds into annual monitoring and performance review; it is seen by course leaders and the Higher Education Enhancement Officer and discussed at course committees which include student representatives. Students who met the monitoring review team were familiar with the system.

11 The third recommendation was to integrate existing information for students into a single student charter that is reviewed annually. This has been acted upon. A separate version of the charter is produced for higher education students. The charter is displayed in poster form in all UCB classrooms and is available on the web. It is reviewed annually through the Students' Union and approved by HETLQC and the Board of Governors. Students who met the monitoring review team were familiar with the charter and considered it to be a helpful document.

Section 6: Update on affirmations

12 The Initial Review contained no affirmations.

Section 7: Progress in working with the external reference points to meet UK expectations for higher education

13 The College refers to the UK Quality Code for Higher Education (Quality Code) in managing the quality and standards of its higher education provision. For example, work is currently being undertaken around the alignment of College practice to the Quality Code in relation to appeals and complaints. No comprehensive mapping of practice against the Quality Code has yet been undertaken. A continuing professional development course is being developed for staff teaching on higher education courses, particularly those new to such teaching.

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