

ANNUAL REPORT ON GOOD PRACTICE IN PARTNER INSTITUTIONS : 2007/08

1. INTRODUCTION

The report from the themed audit on the effectiveness of the dissemination of good practice in relation to collaborative provision in April 2006 recommended that Faculty Heads of Collaborative Courses, through the Forum, prepare an annual report on examples of good practice based on their own monitoring processes and information extracted from annual course review submissions. This report was to be disseminated to all of the University's collaborative partners.

This year, due to the industrial action in the FE sector which resulted in a significant number of colleges not participating in the 2007/08 review, and the large turnover of staff teaching on HE programmes in colleges, the evidence of good practice was less apparent. The report does not attribute specific examples of good practice to respective collaborative partners, but merely presents them anonymously within them.

2. STUDENT INVOLVEMENT IN DIRECT MARKETING

This involved students visiting the schools they had attended pre college to carry out presentations to promote the industry and their course as career route to junior management. The module was called "The industry" and students carried out research on career opportunities and then delivered this to local schools. It appeared to work very well but it will probably take some time before the college sees any benefits to recruitment.

3. IMPROVING THE HE EXPERIENCE

- i) The mergers have been used in some cases to rationalise provision across the merged institutions making the courses more viable and also improving the "HE Experience" of the students.
- ii) Some colleges have introduced a minimum intake of 12 or 14 students on HE programmes. Again this improves the "HE Experience".

4. FOUNDATION DEGREE PROVISION

- i) Students are offered the opportunity to work on live briefs for real clients as part of their foundation degree programmes in some institutions.

- ii) Some colleges clearly map their Foundation Degrees against the modules that are APCLed on the top-up route in their evaluation/revalidation documentation. This is to be encouraged.

5. COURSE MANAGEMENT

- i) This is a very practical example where a course director set up course files in lever arch folders. The course had its first intake in 07/08 and the files worked very well because the Course Director was often required to attend meetings about course management in locations other than her main base and the files were very portable. The EE for the programme was also involved with other programmes for other partner colleges and in UU but was unable to attend the college to meet staff or students. The Course Director brought the files to meetings with the EE in UU. She also included photographs of students carrying out practical work and this was extremely helpful for the EE who commended the CD on the quality of the files and their content.
- ii) A number of colleges make use of Industrial Focus Groups to validate module/course changes.
- iii) Annual focus group meetings held with all students to assess satisfaction levels and areas for further development.

6. REVALIDATION

When preparing for revalidation, past students' opinions were sought by some institutions in relation to how the course could be enhanced.

7. RECOMMENDATION

That this paper be circulated to HE Co-ordinators and staff registered for the on-line discussion forum.