

## Quality Code for Higher Education

### In-college Course: Higher Nationals (HNC/HND): Self Evaluation Document August 2016 (Main) Review (Self-assessing 2015-16)

<b>Programme Code(s) &amp; Title (s)</b>	
<b>Curriculum Leader(s):</b>	
<b>Department</b>	
<b>Introduction: (e.g. FT/PT, discipline covered etc.)</b>	[Provide a brief description of the course, include course delivery model, mode of study]

**Self-assessed course grade (1-4):**

**Data Analysis (for HNC/HND funded (in college) courses): fill in the white boxes**

For 2015-16...	Actual % figure	National Average Benchmark*	Your own targets (set by HoD or yourselves)*	Grade (1-4) (You judge this)	For info: College Minimum Target*	% learners progressing to another course in education	% learners progressing to employment
The number of learners who started the course (at the census date, when funding started for them):							
The % of learners retained: (No. Remaining/No. Started x 100)					90%		
The % of learners who passed(achieved): (No. passing/No. Remaining x 100)					95%		
The % of learners who were successful: (No. passing/No. Started x 100)					85%		
Attendance rate (% including authorised):					90%		

**For 2014-15...the % of learners who were successful:**

**For 2013-14...the % of learners who were successful:**

\* Your HoD will advise you on this data

**For 2010-11 and 2011-12, data from an equivalent course can be quoted, if the current course was not running**

## 1 Response to achievement data

**Provide an evaluation of the data, with reference to marketing strategy, recruitment and admission processes, student profile, entry qualifications/experience, progression, completion/retention rates and degree classifications**

[Comment on the data change – summarise how your actions have encouraged recruitment/retention/success – highlight good practice, and areas where you could be supported further]

## 2 Previous year's report and actions

**What action did you take in response to the issues raised in last year's annual monitoring report / SED, or as a result of any feedback (on that report) received from the faculty?**

[Refer to feedback from external reports, college self-evaluation documents]

**How effective was this?**

[how have things improved as a result – what more needs to be done / support to be given]

## 3 Events occurring during the academic year under review

**Often events or changes occur during the academic year that require you to take action affecting the programme(s). Please evaluate the effectiveness of that response**

[refer to events taking place during 15/16 that required intervention]

**any action taken in response to student feedback and any impact on the delivery of the course**

[response to 15/16 module/course evaluations in both semesters]

## 4 Issues relating to assessment strategy

**Comment on any issues arising from exam boards.**

[was all relevant information available for the exam board, were any chair's actions required or further boards scheduled for late work?]

**the effectiveness of the assessment criteria**

[Highlight good practice that enable students to do well (including timely feedback), and any issues arising from internal assignment verification.]

**the levels of student performance**

[comment on any modules where students excelled or struggled in significant numbers, and actions/good practices in this area.]

**5 Issues arising relating to boards of examiners**

**Comment on any issues of mitigating circumstances, borderline cases, second marking anonymous marking and unfair means)**

[plagiarism/cheating, proportion of late/mitigating circs, complaints/disciplinarys and their resolution.]

**6 Student support**

**Evaluate any changes in the ways in which students are supported in their learning; note any particular support for learning, such as induction, pastoral support, tutorial and personal supervision, PDP and progress support – is it effective?**

[any changes to student support, at course/college level]

**Are there any student support issues?**

**If yes, please list and show who will take action and when**

**Comment on enrichment activities (guest lecturers, visits and workshops)**

**7 Published information**

**Students must be provided with comprehensive and accurate course and module information (digitally, or in print): what issues arose from developing and using this information over the year?**

[Were any classes or assessments moved around? How were students kept informed?

**Comment on your use of alternative methods of communication with students, including VLE**

## **8 Placements**

**Does the programme have a placement, work-related, work-based or other off-campus practice element?**

**If yes, evaluate how well students' needs are met in terms of demonstrating their achievement of the learning outcomes and list any action which needs to be taken and by whom.**

## **9 Learning resources**

**What has been the effect of any changes in resources? Were implementation strategies successful in terms of:**

**the students' learning environment, learning resources and support mechanisms?**

**the teaching environment such as staff student ratios, current research activity, links with employers etc?.**

**In light of the above please identify any learning resources issues (Library, IT, VLE etc)**

**In light of the above please identify any staffing issues (staff development etc)**

## **10 Student feedback**

**Evaluate the issues arising from student feedback mechanisms in relation to the programme.**

## 11 Issues to be addressed by the department

Are there any particular issues to be drawn to the attention of the programme's Curriculum Leader, the Library, Head of Department, or HE Development Office?	
If yes, please list and show who should take action.	Action by:
[Indicate if more support is required by any of the above]	

## 12 Programmes in their first year since approval

(a) Is this the programme's first Self Evaluation Document?	
If yes, please list any conditions of approval set during the programme approval process and indicate whether they have been met, with timescales if not	
<u>Condition</u>	<u>Met?/Timescale</u>

## 13 External verification, standards and review

Has the course been externally verified and did the external verifier confirm that standards were met? Note the name of the reviewer/examiner here:	
If yes, summarise the most recent comments by an external review	
Summarise the action points and responsibilities arising from external comment/review	