



QAA

IQEER

Integrated quality and enhancement review

Arrangements for Summative review for colleges with fewer than 50 full-time equivalent students

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Introduction

1 IQER is concerned with taught higher education programmes of study funded by HEFCE at levels 4, 5, 6 and 7 of *The framework for higher education qualifications in England, Wales and Northern Ireland* (FHEQ) (or levels 4 to 7 of the National Qualifications Framework). All colleges funded by HEFCE to provide higher education programmes at these levels are required by HEFCE to take part in IQER between 2007 – 2008 and 2011 - 2012, whether this funding is provided directly to the college, indirectly through a different college or higher education institution, or through a HEFCE-funded consortium. QAA has, however, made adaptations to the process of Summative review for colleges with fewer than 50 full-time equivalent students funded by HEFCE to ensure that the review process remains proportionate. In these cases QAA will not initially arrange a review visit. Instead the Summative review team will carry out a desk-based analysis of the college's self-evaluation, will draft the Summative review report based on this analysis, and will arrive at provisional points of good practice, recommendations, evaluations and judgements.

2 Colleges which receive essential recommendations in a Developmental engagement are not eligible for a Summative review desk-based study. This is because essential recommendations indicate that quality and/or standards of the higher education provision at the college are at risk.

Briefing and training

3 The college will be notified of their Summative review around 26 weeks before the desk-based study is scheduled to take place.

4 In order to clarify the involvement of awarding bodies in the process, colleges should meet with their awarding bodies and agree the extent of their participation in the review. This happens between 21 and 18 weeks before the desk-based study. The college then notifies QAA of the agreements.

5 College representatives and representatives of their awarding bodies will be invited to a briefing event if they have not previously attended one. The briefing event is intended to describe IQER in more detail, to allow colleges and awarding bodies to ask any questions about the method, and to receive further advice and guidance on developing a self-evaluation. The briefing event takes place about 18 weeks before the Summative review desk-based study.

6 The college nominates a facilitator for the Summative review. The facilitator acts as a single point of contact between the college and the IQER team. The facilitator's responsibilities include ensuring that reviewers have the relevant evidence to enable them to conduct the review, bringing additional information to the attention of the reviewers and helping to clarify any matters of fact. During the desk-based stage of the review the facilitator will need to be in electronic or telephone contact with the coordinator and be able to provide additional information and evidence accordingly. The facilitator is not a member of the Summative review team and does not contribute to the drafting of the Summative review report or the judgements.

7 The College facilitator will be invited to a one-day training event to prepare them for their role. The facilitator training and college briefing events may be run consecutively over two days or separately. Colleges will be advised of the dates available to them at around 24-26 weeks before their Summative review desk-based study.

Outline of the Summative review desk-based study process

8 Around 20 weeks before the desk-based study, the college will receive details of the review team. Normally this will consist of a coordinator and two reviewers.

9 Following the briefing event, colleges will write their self-evaluation. This should be submitted to QAA 12 weeks before the desk-based study. Please note that it should not be submitted directly to the coordinator nor placed on the ARCS folder system at this stage.

10 Nine weeks before the desk-based study the coordinator and the Review support officer will visit the college to hold a preparatory meeting. At this meeting the coordinator will identify further evidence for the college to supply to the team, based on an analysis of the college's self-evaluation and the student submission. It will also provide the coordinator with the opportunity to clarify the method and for the college to ask any questions. Awarding bodies may also attend this meeting. The coordinator will also meet with a group of students and will ask them questions, identified by the team as arising from the student written submission and/or the college self-evaluation. Normally the Review support officer makes the official record of this meeting. This part of the meeting with students will be confidential: college staff or representatives will not attend.

11 In accordance with the arrangements agreed at the preparatory meeting the Summative review team will conduct a detailed desk-based analysis of the college's self-evaluation. This desk-based analysis is the equivalent of a visit to the college, and will result in a draft Summative review report.

12 Usually, one week after the desk-based review the team will conduct a virtual meeting using ARCS or telephone conference, to agree summaries of evidence, make provisional judgements and identify provisional features of good practice and recommendations. The draft Summative review report will be sent to the college and its awarding body(ies) for comments on factual accuracy and for the submission of further evidence, following the timeline in section 10.

Circumstances when a visit will take place

13 In the unlikely event that the team does not receive sufficient evidence to reach provisional judgements or reaches provisional judgements of limited or no confidence for core themes one and/or two or considers that reliance cannot be placed on the accuracy and/or completeness of the information the college publishes about itself, the team will visit the college for one or one and a half days to complete the review. Exceptionally, the visit may take two days. This visit will normally take place 10 weeks after the desk-based study and provisional dates will have been discussed and agreed at the preparatory meeting.

14 At the end of the visit the team will agree summaries of evidence, identify final good practice and recommendations and confirm the judgements for core themes one and two and the evaluation for core theme three. The coordinator, accompanied by the team, will then make an oral report on the outcomes of the visit to the college.

15 If, after the visit, the team continues to have no confidence in either or both of the first two core themes, or considers that reliance cannot be placed on the accuracy and/or completeness of the information the college publishes about itself, and the college accepts the judgements and conclusion, then there will be a programme of formal follow-up action agreed by HEFCE, which must be completed by the college within 18 months of the publication of the review report (*The handbook for Integrated Quality and Enhancement Review*, paragraphs 79-81).

16 Follow-up action for IQER will:

- focus primarily on safeguarding the student learning experience
- be completed within an agreed time scale
- indicate how the education of both current and future students will be improved
- recognise the responsibilities of the college and the awarding body as set out in the partnership agreement and *Section 2 of the Code of Practice for the assurance of academic quality and standards in higher education*
- be consistent, as far as possible, with follow-up action for Institutional audit
- in the case of judgements differentiated by awarding body, apply only to the provision to which the limited or no confidence judgements apply or for which the reviewers can place no reliance in the accuracy and completeness of public information
- start with a round table discussion between the college, the relevant awarding body and QAA to propose the most appropriate follow-up action. There may also be a representative of HEFCE at this meeting
- be formally agreed by HEFCE.

17 The follow-up action will be determined on a case by case basis. The need to correct inaccurate information is likely to be urgent. Normally the college will be required to take this action and provide evidence of its effectiveness at the time it sends QAA the action plan for publication in the Summative review report.

18 If the college does not accept the judgements or conclusion, it may make a representation to QAA following its scrutiny of draft 8 of the report, 13 weeks after the visit. This will be considered by the QAA board.

19 If, after the visit, the team continues to have limited confidence in either or both of the first two core themes then there will be a programme of formal follow-up action agreed by HEFCE which must be completed by the college within 18 months of the publication of the review report. The IQER Review support officer will maintain contact with the college and receive reports on the progress of implementation of the Summative review action plan at regular intervals; typically every three months. After each progress report and at the end of the programme of action, the Review support officer will draft a report for the college, its awarding body(ies) and HEFCE evaluating progress made and making recommendations for further action, if necessary. The final report from the Review support officer will recommend to HEFCE whether or not the review can be signed off as complete.

The college cannot make a representation following a limited confidence judgement.

An indicative agenda for a Summative review desk-based study preparatory meeting

20 The agenda below is indicative and QAA considers it the minimum necessary to enable the college, its awarding body(ies) and the coordinator to establish the requirements of the review. The coordinator, the college and its awarding body(ies) may feel it appropriate to include additional items. In practice, the programme for each college may vary. The coordinator should have some opportunity to meet a wider group of staff than those who will be involved directly as nominees or facilitators. It is essential that the coordinator holds a separate meeting with students. Further guidance about who might attend the preparatory meeting is included below.

21 A QAA officer will attend the preparatory meeting to support the Coordinator, answer queries about the desk-based process and to take notes on behalf of the review team at the meeting with students.

22 It is important that colleges prepare to discuss each item on the agenda by, for example, ensuring that they have up-to-date information available at the meeting. The preparatory meeting provides college staff with a valuable opportunity to clarify their understanding of the review method.

Time	Activity
1000 - 1030	Overview of the Summative review desk based study and its place in IQER <ul style="list-style-type: none"> • a presentation about the IQER method and the desk based study • questions from the college
1030 – 1130	How the Summative review will operate <ul style="list-style-type: none"> • clarification of the scope of the review • questions from college staff • next steps
1130 – 1230	Meeting with students <ul style="list-style-type: none"> • introductions • purpose of the preparatory meeting • the clarification of the IQER method and the scope of the Summative review • meeting with students to explore Summative review themes, including points arising from the optional student written submission
1230 – 1330	Lunch
1330 – 1530	Detailed planning including confirmation of the Team's requirements for the visit <ul style="list-style-type: none"> • questions arising from the initial analysis of the self evaluation • confirmation that the statistical data are correct and accurate the • the reviewers' requests for information to date • establishing the programme of review activities • establishing communication protocols

	<ul style="list-style-type: none">• clarification of the availability of evidence , including any additional requirements for students' work• 'housekeeping' arrangements• remaining questions from college staff or awarding body representatives• next steps
1530	End of meeting

An indicative programme for a Summative review desk-based study

23 An indicative programme for a Summative review desk-based study is set out below. It is provided primarily to illustrate the balance between the time which teams will spend scrutinising evidence individually, discussing the review as a team, and communicating with the college facilitator. In practice, each review will have a bespoke programme informed by several factors, including the questions the team wishes to explore, and the information provided in advance by the college. The programme will be discussed at the preparatory meeting and confirmed by the coordinator before the review.

Day 1

Time	Activity
0830-0900	Team prepares for the day
0900-1000	Coordinator starts process and allocates discussion threads to team members via ARCS and establishes the agenda for the day
1000-1200	Independent work by team
1200-1230	Online summing-up with team. Team members post summaries of their discussion threads
1230-1300	Coordinator feeds back to facilitator (by telephone or email, as agreed at the preparatory meeting)
1300-1330	Team updates analysis forms and posts to ARCS
1330-1400	Coordinator reports back to team and new/revised discussion threads posted onto ARCS
1400-1600	Independent work by team
1600-1630	Online summing-up with team
1630-1700	Coordinator feeds back to facilitator and requests for clarification/additional information as required
1700-1730	Team completes analysis forms and summaries of discussion threads and posts to ARCS. Discussion threads to be followed the next day
1800	End of Day 1

Day 2

Time	Activity
0900-0930	Coordinator telephone discussion with facilitator
0930-1000	Coordinator initiates discussion threads followed by online discussion
1000-1130	Independent work
1130-1200	Online summary led by the coordinator. The team confirms that all areas have been addressed
1200-1230	Team completes analysis forms and discussion thread summaries and posts to ARCS
1200-1230	Coordinator makes final report to facilitator

1230-1300	Coordinator feeds back to team
1300	End of review

Note: Lunch should be taken at any time convenient to individual reviewers, avoiding those periods when the team need to be engaged together in online or telephone discussion.

Communication protocols

24 The Summative review desk-based study is conducted through a virtual team meeting lasting one and a half days. The comparatively small size of the provision and the use of a clear communications protocol should ensure that discussions do not become over-complicated.

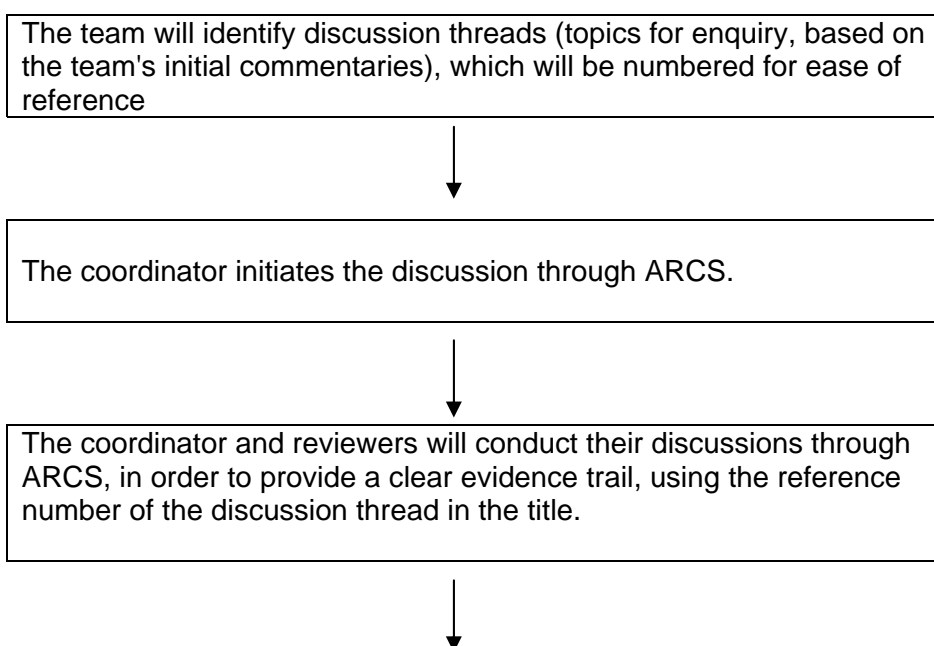
Principles

25 The following principles should be applied in the conduct of a Summative review desk-based study.

- The desk-based study will be conducted in a way that is consistent with the method published in *The handbook for Integrated Quality and Enhancement Review*.
- It will be implemented to be proportionate to the size of the college's higher education provision.
- The desk-based study will be conducted so as to limit the burden on the college and its awarding body(ies), while ensuring that the review conclusions are supported by firm evidence.
- The review process will enable the team to reach the same kinds of evaluation, conclusions and judgements as for a Summative review based on a visit to the college. If the team cannot reach conclusions or make judgements, then a visit to the college will be arranged to gather further evidence.
- Discussions about reviews are confidential. Team members should not conduct review business online or by telephone in the presence of others not on the team, for example in a shared office.

Process

26 The process outlined below is indicative and offers a guideline to teams for the conduct of a Summative review desk-based study. A diagram of this process is included at paragraph 7.7 below.



The coordinator posts the discussion thread(s) with a deadline for the completion of each thread. The team should decide whether they would like two or three threads to run simultaneously during a morning/afternoon, or if they would prefer interim deadlines for each.



The team will use an analysis form, based on the discussion threads, to provide a record and to monitor and summarise the discussions.



Discussions must be time-bound, in order to be able to draw conclusions and provide timely feedback to the facilitator. Discussions and feedback should also be structured to avoid periods of enforced inactivity for reviewers.



The reviewers consider the evidence and respond through ARCS.



At the end of the allocated time, the team will review the discussion and summarise online (or by conference call).



The coordinator prepares feedback to the facilitator. The coordinator will hold telephone conversations with the facilitator at agreed times to provide feedback and request clarification.



The coordinator feeds back to the team on the discussion with the facilitator.



The team updates their analysis forms and posts onto ARCS.



The same format is repeated in the afternoon, with the coordinator

posting the new/revised discussion threads onto ARCS.



At the end of the afternoon, the team agrees what still needs to be done.



At the end of Day 1 the coordinator discusses the outcomes by telephone with the facilitator, who then has the opportunity to produce any additional evidence for Day 2



The team updates the analysis forms and posts onto ARCS.



The process is repeated on Day 2. The team must ensure that all of the core themes are covered during the final online discussion.



If former students and/or employers are sampled, this will be done by telephone and a record of the key points posted onto ARCS. The college should supply a list of contacts and their availability in advance, in consultation with employers and former students, to avoid time being wasted.

Teleconferencing

27 Teleconferencing facilities are available via QAA. The team may find it useful to clarify aspects of a discussion by telephone, but should also bear in mind the need to provide a written record of evidence on which judgements will be based.

28 The process outlined below should be followed to conduct a telephone conference call for the desk-based study and virtual provisional judgement meetings.

The coordinator agrees times for the telephone conferences to take place with the team and with the Logistics and Deployment (L&D) administrative assistant. L&D phones the coordinator at the agreed time to initiate the conference call.



The L&D administrative assistant sets up the conference call by phoning each member of the team and connecting them.



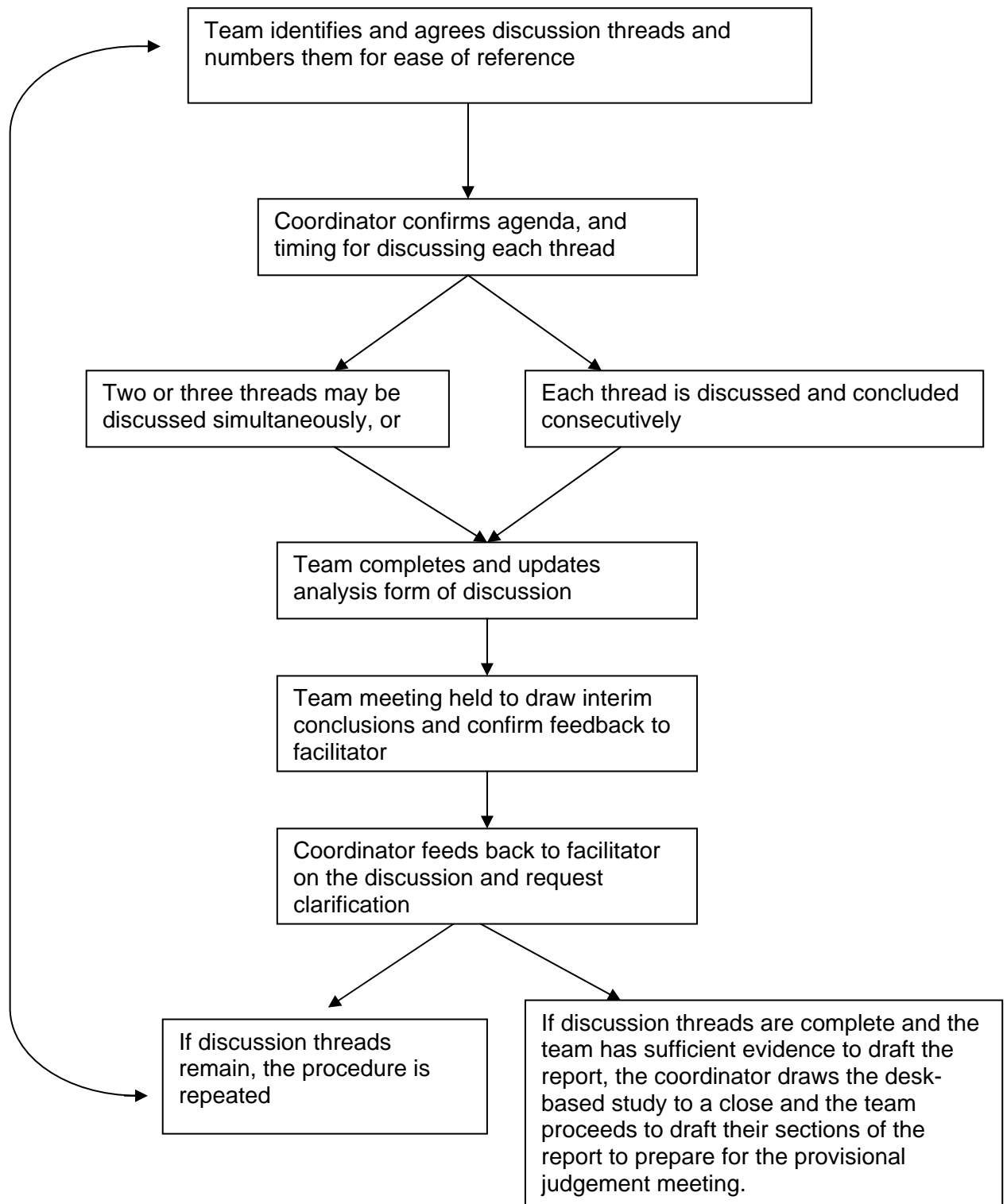
Once all members of the team are connected, the L&D administrative assistant may hang-up.



The conference call continues until all parties have disconnected.

29 Summative review team members are advised to consider the nature of the telephone used and the environment in which the conversations will be held. It is recommended that a hands-free telephone facility is available, and that discussions take place in a quiet room where team members will not be interrupted, and cannot be overheard discussing confidential review matters.

Outline flow chart for the desk-based study event



Protocol for a virtual provisional judgement meeting

30 The provisional judgement meeting normally takes place within one week of the desk-based study. The Summative review team may choose to conduct the provisional judgement meeting by telephone conferencing or video conferencing, in the same way that the desk-based study was conducted, or exceptionally face-to-face. The Coordinator will agree the means of conducting with the team and advise the QAA Logistics and Deployment administrative assistant, who will make any necessary arrangements.

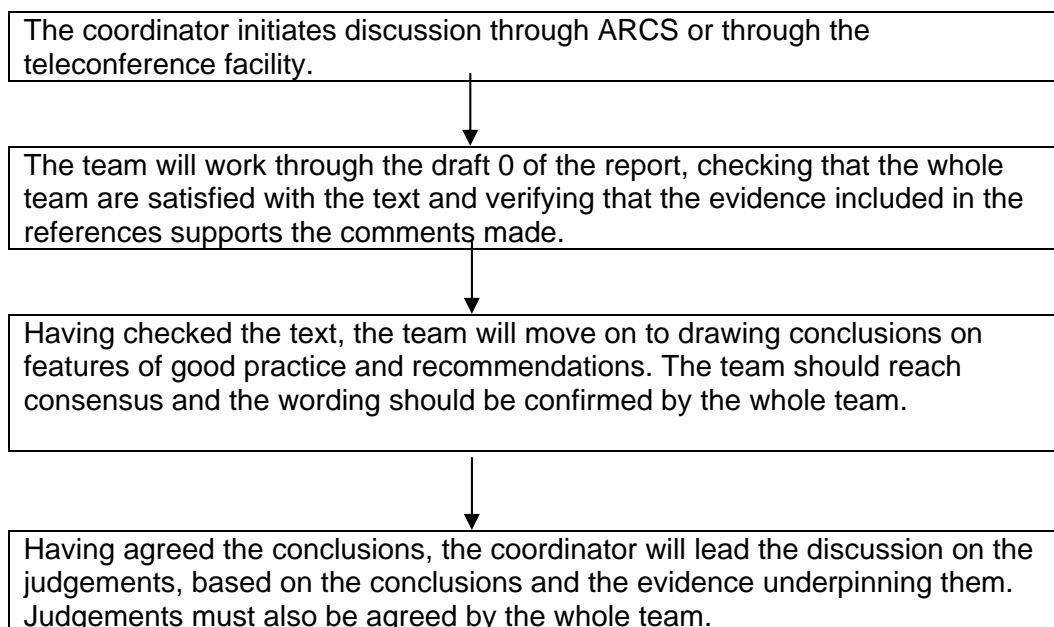
Principles

31 The following principles should be applied in the conduct of a Summative review virtual judgement meeting.

- The virtual provisional judgement meeting will be conducted in a way that is consistent with the method published in *The handbook for Integrated Quality and Enhancement review*.
- The review process will enable the team to reach the same kinds of evaluation, conclusions and judgements as for a Summative review based on a face-to-face meeting.
- Discussions about reviews are confidential. Team members should not conduct review business online or by telephone in the presence of others not on the team, for example in a shared office.

Process

32 The process outlined below is indicative and offers a guideline to teams for the conduct of the Summative review virtual judgement meeting.



Note: If the provisional judgement meeting is held through a teleconference, a summary of the team's discussions should be posted on ARCS.

Annex B

Timeline for desk-based Summative review

Awarding body receives all correspondence

IQER stage	Time +/- review	IQER process	What the college does	What QAA or the coordinator does	What the team does	How the awarding body is involved
1	-26 weeks			<p>QAA notifies the college of the proposed date for the visit</p> <p>QAA asks the college to identify the facilitator. The facilitator is invited to a training event</p> <p>Representatives from the college are invited to a briefing event</p>		Receives notification from QAA of the review of its partner college
	-24 weeks		<p>Confirms the facilitator's attendance at the training event</p> <p>Confirms the college's attendance at the briefing event</p>			
	weeks			QAA notifies the college of the coordinator responsible for the review; the QAA administrative assistant		

				and the QAA review support officer supporting the review. The coordinator contacts the college to discuss the agenda and the participants of the preparatory meeting, including meeting with students		
	- 21 weeks		Arranges a discussion with the awarding body(ies) to agree the extent of awarding body involvement in the IQER process			Receives an invitation from the college to discuss and agree the extent of awarding body involvement in the IQER process
	- 19 weeks	College and its awarding body(ies) hold discussions and agree the extent of awarding body involvement in the IQER process	Sends copy of agreement to QAA			Takes part in discussion with the college and agree the extent of awarding body involvement in the IQER process
-18	weeks	Briefing event	College representatives attend a briefing event	QAA provides a briefing event		Attends briefing event, if this has been agreed in discussions with the college Supports the college in the preparation of the self-evaluation if this has

						been agreed in discussions with the college
	-14 weeks		<p>Organises the preparatory meeting and identifies college participants, including staff and students</p> <p>Receives details of the team, and confirms satisfaction with the team or reports potential conflicts of interest to QAA</p>	<p>QAA notifies the college of the review team</p> <p>QAA asks the college to check the proposed team for conflicts of interests</p>		<p>Receives details of the preparatory meeting from the college and the coordinator and arranges to attend if this has been agreed with the college</p> <p>Receives details of the review team from QAA and sends any comments to the college</p>
2	-12 weeks	Self-evaluation	<p>Submits the self-evaluation to QAA</p> <p>Students submit written submission, if appropriate</p>	<p>The coordinator scrutinises the self-evaluation, the partnership agreement for HEI awards and the student written submission, if provided. If the self-evaluation is suitable, the coordinator submits it to QAA for sign off. If in agreement with the coordinator, the review support officer signs it off. QAA informs the college of this. If it is not suitable, the review support officer will</p>		<p>Receives a copy of the approved self-evaluation and any optional student written submission from the college</p>

				ask the college to revise it.		
3	-11 weeks	Analysis of the self-evaluation	Sends the self-evaluation and the optional student written submission to each member of the IQER team and to the awarding body(ies)		The team analyses the self-evaluation and the supporting evidence and reports through ARCS, including suggestions for further evidence and the programme for the desk-based Summative review	
	-10 weeks		Receives a summary of the team's analysis of the self-evaluation	The coordinator produces a summary of the team's analysis and sends it to the college and awarding bod(ies)		Receives a copy of the summary of the team's comments on the self-evaluation from the coordinator
4	-9 weeks	Preparatory meeting	Takes part in the preparatory meeting	<p>The coordinator chairs the preparatory meeting and meets with students (this is the equivalent of a meeting with students during a visit). The coordinator is supported by the review support officer who takes the official record of the student meeting</p> <p>The coordinator sends the college, its awarding body(ies), the team and QAA a letter confirming the arrangements for the desk-</p>		Attends the preparatory meeting, if this has been agreed in advance with the college

				based Summative review and posts the note of the student meeting on ARCS		
	- 8 weeks			The coordinator allocates areas of responsibility to each team member	Receives a briefing and the allocation of areas of responsibility for the review	
	-8 to -3 weeks				The team conducts a more detailed analysis of the evidence base - including any evidence supplied following the preparatory meeting - prepares detailed commentaries on their areas of responsibility and posts them on ARCS	
	-3 weeks			The coordinator reads the team's detailed commentaries and discusses any further need for additional information with the college		
	- 2 weeks		Assembles evidence in accordance with the team's requirements	The coordinator requests any additional evidence from the college		
5	0 weeks	Desk-based Summative review		Coordinator chairs the desk-based Summative	Conducts the desk-based Summative	

				review, following the programme agreed with the college at the preparatory meeting	review, based on agreed agenda arising from their commentaries on the self-evaluation and supporting evidence	
6	+ 1 weeks	Provisional judgement meeting	Receives a letter from the coordinator setting out the provisional judgements, and evaluation	The coordinator chairs the provisional judgement meeting. This may be virtual or face to face The coordinator sends a letter to the college, copied to the awarding body (ies) and QAA, setting out the provisional judgements and evaluation	Participates in the provisional judgement meeting with the coordinator to agree summaries of evidence, provisional judgments and evaluation, good practice and recommendations	Receives from the coordinator a copy of the letter setting out the provisional judgements and evaluation

If the provisional judgements are confidence and the provisional evaluation for public information is reliance.

IQER stage	Time +/- review	IQER process	What the college does	What QAA or the coordinator does	What the team does	How the awarding body is involved
7	+1 week	Report writing		The coordinator collates and edits the text and sends draft 1 of the report to the team for comment	Drafts report text and posts it on ARCS	
	+2 weeks			The coordinator prepares draft 2 of the report and submits it to QAA Reports team	Comments on draft 1 of the report	
8	+4 weeks	Draft 3 of the report to the college	Receives the draft report	The coordinator sends the third draft of the		Receives a copy of the draft report from the

				report to the head of the college and to the awarding bodies for comments. This report draft includes the action plan template		coordinator
+5	weeks		<p>Comments on factual accuracy. The college (together with its awarding body(ies)) may provide additional evidence that was available at the time of the study but which was not made available to the team</p> <p>Liaises with relevant staff to discuss and develop the action plan</p>			Provides any comment on the draft report to the college to collate into one response to the coordinator.
	+8 weeks		Collates all comments on the draft report and sends one set of comments on factual accuracy to Coordinator and provides additional evidence, if appropriate	<p>Coordinator sends the college's comments on factual accuracy and any additional evidence to Review team</p> <p>Coordinator revises report in light of college comments and team's deliberations</p>	Considers the college's (and its awarding body comments) and any further evidence submitted, then confirms final judgements	
	+9		Receives a copy of the	The coordinator		Receives from the

	weeks		letter setting out the final judgements of confidence and evaluation of reliance Returns the completed action plan to QAA	confirms the final judgements of confidence and evaluation of reliance to the college and its awarding bodies The coordinator approves the action plan and the Review support officer signs it off		coordinator a copy of the letter of final judgements and evaluation
9	+15 weeks	Report publication	Implements the action plan	QAA publishes the report and action plan		Contributes to the development of the action plan, if this has been agreed in advance with the college

If the provisional judgements are limited or no confidence and/or there is a provisional evaluation of no reliance in public information.

IQER stage	Time +/- review	IQER process	What the college does	What QAA or the coordinator does	What the team does	How the awarding body is involved
6	+ 1 weeks	Provisional judgement meeting	Receives a letter from the coordinator setting out the provisional judgements and evaluation	The coordinator chairs the provisional judgement meeting. This meeting may be virtual or face to face Provisional judgement meeting reaches limited or no confidence in core themes 1 or 2, and/or no reliance on the accuracy	Participates in the provisional judgement meeting with the coordinator to agree summaries of evidence, provisional judgments, good practice and recommendations	Receives from the coordinator a copy of the letter setting out the provisional judgements and evaluation

				<p>and/or completeness of public information, or team are unable to reach provisional judgements due to insufficient evidence</p> <p>Informs Review support officer of provisional judgements and evaluation. Review support officer in turn advises the Deputy Director (Reviews) of the outcomes</p> <p>Sends Summative review debrief form, with provisional judgements, to L&D team</p>		
7	+1 week	Report writing		<p>Coordinator prepares provisional judgements letter and sends to the Review support officer</p> <p>Review support officer telephones the Principal of the college to arrange a time to meet with them and deliver the provisional judgement letter. This happens around week +2. The college should be asked</p>	Drafts report text and posts it on ARCS	

				<p>to clarify whether their awarding body will be at the meeting</p> <p>The coordinator collates and edits the text and sends the first draft report to the team for comment</p>		
	+2 weeks		<p>The Principal of the college or his/her deputy meets with the Review support officer.</p>	<p>The coordinator prepares draft two of the report and submits it to the Editing contract reviewer</p> <p>The Review support officer meets with Principal of the college or his/her deputy. Explains reason for meeting, outlining the provisional judgement and evaluation, good practice and recommendations. Delivers letter</p>	<p>Comments on draft one of the report</p>	
	weeks			<p>The Editing contract reviewer edits draft 2, phones Coordinator to explain edit requirements and</p>		

				changes, and sends a note to Coordinator with completed Editing contract reviewer checklist (Operations manual, annex F) and the annotated report indicating suggested changes		
8	+4 weeks	Draft report to the college	Receives the draft report	<p>Coordinator sends draft 3 of the report to the Review support officer and Reports team</p> <p>Reports team sign off the draft report for the Coordinator to send to the college and its awarding bod(ies) with standard covering letter explaining that they can comment on its factual accuracy and present any evidence (existing at the time of the review) in support of their comments</p>		Receives a copy of the draft report from the Coordinator
	weeks -		Comments on factual accuracy. The college			Provides any comment on the draft report to the

	8 weeks		<p>(together with its awarding body(ies)) may provide additional evidence that was available at the time of the study but which was not provided to the team</p> <p>Liaises with relevant staff to discuss and develop the action plan</p>			college to collate into one response to the coordinator.
	+8 weeks		College notified if a visit to the college will take place	<p>Coordinator acknowledges receipt of comments from College</p> <p>Coordinator revises report and creates draft 4 in light of college comments and confirms provisional judgements with the team, or the team decides a visit needs to take place</p> <p>If a visit is to take place, the Review support officer notifies the college and confirms the dates agreed at the preparatory meeting</p> <p>The Reports team edits draft 4 of the report and</p>	<p>Considers the college's (and its awarding body(ies)) comments and any further evidence submitted and confirms final judgements, or decides that a visit needs to take place (A visit will take place if at this point the team cannot confirm final judgements of confidence or an evaluation of</p>	Awarding body notified if a visit to the college will take place

				<p>sends it to the college and the coordinator in preparation for the visit</p> <p>The Coordinator confirms the arrangements for the visit with the college and agrees the agenda with the college and its awarding bod(ies)</p>	reliance)	
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The second Summative review visit

IQER stage	Time +/- visit	IQER process	What the college does	What QAA or the coordinator does	What the team does	How the awarding body is involved
9	0 weeks		Takes part in the visit to the college and receives oral report	<p>The Coordinator chairs the visit to the college</p> <p>The Coordinator provides an oral report of the final judgements to the head of the college and his/her nominated staff before the team departs, and advises of the representation procedure if a final judgement is of no confidence</p> <p>The Review support officer attends the visit</p>	Visits the college. Reaches final judgements at the visit	Takes part in the second visit to the college, if the college and its awarding body agree that this is necessary

				and the oral report. If the final judgement is of limited or no confidence the Review support officer reports this outcome to the Deputy Director (Reviews) to report to HEFCE.		
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If the second summative review visit results in judgements of confidence or limited confidence

10	+1 week	Report writing	Receives a letter from QAA confirming the review judgements	QAA sends a letter confirming the outcomes to the college and copies this to the awarding body(ies) The coordinator collates and edits the team's text, and sends draft 5 of the report to the review team for finalisation	Drafts report text and post it on ARCS Comments on draft 5 of the report	Receives a copy of the letter from QAA confirming the review judgements
	+2 weeks			The coordinator prepares draft 6 of the report following the review team's comments and submits it to the reports team for proofing		
11	+4 weeks		Receives the draft 6 of the report from the coordinator	The coordinator sends the draft 6 of the report to the head of the college and copies it to the awarding body(ies)		Receives the draft report from the coordinator

				for comment		
	+5 weeks	Draft report to the college	Checks the draft review report for factual accuracy Liaises with the relevant staff to discuss and complete the action plan			Provides any comments on the draft report to the college Contributes to the college's development of the action plan to address any recommendations that relate to its awards
	+8 weeks		Returns collated comments on the factual accuracy of the report to the coordinator	Coordinator acknowledges receipt to College. Sends college response to the review team Coordinator revises report in light of college comments and sends draft 7 to review support officer and Reports team	Considers the college's and the awarding body(ies)' comments and posts responses to ARCS	
	+10 weeks		Returns the completed action plan to QAA, signed by the head of college			Receives a copy of the completed action plan from the college
12	+15 weeks	Report published		QAA combines the draft 7 report and the completed action plan		

				and publishes it		
13		Action plan	Implements the action plan with its awarding body(ies)			An awarding body may wish to help the college to implement its action plan, particularly if the limited confidence judgement(s) relates to its award(s)
14	Within 18 months of publication of the report	Follow up only if limited confidence judgements	If one or more judgements are limited confidence, the college takes part in formal follow-up action to demonstrate its progress in implementing the action plan and the impact of this action on the students' education	If one or more judgements are limited confidence, QAA carries out a formal programme of follow-up action to check the college's progress in implementing the action plan and the impact of this action on the quality of students' education		An awarding body takes part in formal follow-up to any limited confidence judgement(s) related to its award(s)

If the second Summative review visit results in one or more judgements of no confidence and/or an evaluation of no reliance in Public information

10	+1 week	Report writing	Receives a letter from QAA confirming the final judgements	Review support officer sends a letter confirming the final judgements to the college and copies this to the awarding body(ies) The coordinator collates and edits the team's	Drafts report text and posts it on ARCS Comments on draft 5 of the report	Receives a copy of the letter from QAA confirming the review judgements
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				<p>text, and sends draft five of the report to the review team for comment</p> <p>Reports team notifies Editing contract reviewer originally allocated to the review of change of arrangements</p>		
	+2 weeks			<p>The coordinator prepares draft six of the report following review team comments and submits it to the Review support officer</p>		
	+3 weeks			<p>The Review support officer takes the editing contract reviewer role and edits draft 6. Phones coordinator to explain edit requirements and changes and sends a note to coordinator with completed editing contract reviewer checklist (Operations manual, annex F) and the annotated report indicating suggested</p>		

				changes Coordinator considers and incorporates comments into draft 7 of the report, consulting the team if necessary, and sends draft report to the Review support officer		
14	+4 weeks			Review support officer reviews the draft and amends if necessary, then passes it to the Reports team, Deputy Director (Review) and Head of Corporate Affairs for review		
	+ 5			Deputy Director (Review) and Head of Corporate Affairs review and comment on the report then return it to the Review support officer for further editing		
	+6		Receives the draft 7 of the report from the Review support officer	The Review support officer consults with the coordinator to check that the amendments have not changed the meaning of the report		Receives the draft report from the review support officer

				<p>Review support officer and deputy director sign off draft to be sent to the college</p> <p>The Review support officer sends the draft 7 of the report to the head of the college and copies it to the awarding body(ies) for comment</p> <p>The review support officer also sends written details of the representation process</p> <p>The college is advised that they should not submit an action plan until they have decided whether or not to make a representation</p>		
	+7 weeks	Draft report to the college	Checks the draft review report for factual accuracy only			Provides any comments on factual accuracy only of the draft report to the college
	+8 weeks		Returns collated	Review support officer		

			comments on the factual accuracy of the report to the Review support officer, and copy to the Coordinator	considers the college's and the awarding body(ies') comments and consults with the coordinator if necessary to produce draft 9 of the report		
	+9 – 10 weeks			The Deputy Director approves revised draft 9 report and passes to Director of Reviews. Sends the draft 9 to the college copied to its Awarding bod(ies) with notice that it has four weeks to decide if it wishes to accept the judgements and evaluation or make a representation		
	13 weeks		College notifies QAA in writing of intention to accept judgements and evaluation or sends a representation			

If judgements of no confidence and/or an evaluation of no reliance in Public information are accepted by the college

15	+14 weeks			Completed action plan requested from college		An awarding body may wish to help the college to prepare its action plan, particularly if the limited or no confidence
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						judgement(s) relate to its award(s)
	+15 weeks		Returns the completed action plan to QAA, signed by the Principal of college	Coordinator and Review support officer approve action plan for publication. Reports collate action plan into the report		
16	+17 weeks			Report published		

If no confidence judgements and no reliance evaluation are not accepted by the college

15	+13 weeks		The college makes a representation to QAA, which is considered by the QAA Board			
	Following conclusion of representation procedure			Once the representation procedure is completed, college notified and any consequent amendments to the report have been made, the college is asked to complete the action plan and the report is published		

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