College Self Evaluation Document (SED) & Development Plan

Higher Education

Reviewing Academic Year 2016/17

Chief Executive: John Connolly

Chair of Governors: Atholl Stott

Deputy Principal: Phil Sayles

Director of HE & Skills: Jana Checkley

Brief description of the College:

The RNN Group operates from 6 main sites, the North Nottinghamshire Campus in Worksop, the Rotherham Campus, Dinnington Campus, Dearne Valley Campus, the Retford Post-16 Centre, and the Rawmarsh Road Centre. In the area served by the Group economic inactivity is above the national average and the average wage is lower than the national average for salaried and for hourly paid staff.[1] Full time employment in the area is higher than the national average. The largest employers are within the public sector followed by manufacturing, finance and IT and then distribution.

The RNN Group has set out the following core values in response to the local community needs and academic ethos the College adheres to.

1. Respect: Valuing each other and the ways in which we work together
2. Support: Creating an environment that is caring and safe
3. Inclusion: Valuing and celebrating individuality and the chance for each to reach their full potential
4. Excellence: Being positive and creative, and striving to be the best we can be
5. Partnership: Working with employers and partners to meet the needs of our students and our community

These values represent the Group's responsibility to raise the aspiration of individuals within our communities and enable them to shape and develop a better future.

Vision:

We will become one of the UK's leading Further Education Colleges. Delivering outstanding technical and professional education and training. Helping business to succeed and grow, transforming the lives of our students and communities.

An outstanding student experience is at the heart of what we do and we aim to provide a high quality, local, programme of Higher Education that is accessible to all. We see students being at the core of everything we do (ie, student experience, career development, lifelong skills development) and we will proactively engage them in enhancing the student experience. To ensure we continue to work towards excellence, the Group have devised nine themes that encompass the Higher Education Strategy.

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[1] Sheffield City Region: Combined Authority. Labour Market Information 2016. Sheffield: 2016.

The RNN Group's key strategic themes for higher education:

Widening participation and increasing participation in higher education in our local areas.

Recognising that HE level participation in our area is much lower than the national average, and that economic research and local market information (LMI) highlights that employers are experiencing shortages of higher-level skills:

A. We will provide educational, professional and academic opportunities which are as accessible as possible to all members of the local community and in particular to those from disadvantaged areas and non-traditional backgrounds

B. We will further develop our course portfolio so that it:

   I.   has clear pathways from our further education provision (including adult learning) and from local schools
   II.   Produces graduates with skills needed in the local and regional economy

C. We will continue to offer Higher Education provision that is of high quality for all of our higher education learners

D. We will continue to offer affordable education for students

E. Will develop teaching incentives for Higher Education academic staff to develop their research portfolios

F. Will continue to develop a college-wide HE culture that supports HE learners in an FE environment

G. Will further develop our quality assurance and monitoring towards a TEF Gold ranking

H. Will incorporate the needs of the community, local business, and students in the new University Centre Rotherham

I. Will explore and pursue opportunities to link our HE provision into local schemes, which support new graduates to move into business and employment

Overview of Student Numbers

RNN Group 2016/17 Higher Education Curriculum Offer		
New Entry Point	**2016/2017**	**Validating Partner**
BA Fashion Y1	7	UoH
BSc Computing and Systems Development	6	UoH
BA Fine and Applied Arts Y1	3	UoH
FD Graphic Design Y1	12	SHU
BA Popular Music Performance and Production Y1	12	UoH
BA Theatre, Acting and Performance (Musical Theatre) Y1	15	UoH
BA Media, Moving Image and Photography Y1	14	UoH
FD Computing and Systems Development Y1	9	UoH
HNC Performing Arts: Specialist Make Up	8	Pearson
HNC Electrical & Electronic Engineering Y1	14	Pearson
HNC General Engineering (Metallurgy)	4	Pearson
HNC General Engineering Y1	6	Pearson
HNC Mechanical Engineering Y1	15	Pearson
FD Childhood Studies Y1	5	UoH
HNC Animal Management	10	Pearson
BA Education and Professional Development Y1	18	UoH
Certificate in Education Y1	7	UoH
FD Learning Support Y1	16	UoH
PGCE Y1	6	UoH
Pre Service Cert Ed	6	UoH
Pre Service PGCE	13	UoH
HNC Sport	9	Pearson
FdSc Sport and Exercise Y1 (DVC)	20	Teesside
Progression	**2016/2017**	**Validating Partner**
BA Fashion Y2	2	UoH
BA Fashion Y3	2	UoH
BA Fine and Applied Arts Y2	1	UoH
BA Graphic Communication Design Top Up	7	SHU
FD Graphic Design Y2	5	SHU
BA Popular Music Performance and Production Y2	13	UoH
BA Popular Music Performance and Production Y3	14	UoH
BA Theatre, Acting and Performance (Musical Theatre) Y2	4	UoH
BA Theatre, Acting and Performance (Musical Theatre) Y3	1	UoH
BA Media, Moving Image and Photography Y2	10	UoH
BA Media, Moving Image and Photography Y3	10	UoH
FD Computing and Systems Development Y2	4	UoH
FD Games Development Y2	3	UoH
HND Performing Arts: Specialist Make Up	7	Pearson
HND Hair and Beauty Management	3	Pearson
HNC Electrical & Electronic Engineering Y2	20	Pearson
HNC General Engineering Y2	2	Pearson
HNC Mechanical Engineering Y2	15	Pearson

Course		
HND Electrical & Electronic Engineering Y2	9	Pearson
HND Mechanincal Engineering Y2	6	Pearson
FD Childhood Studies Y2	14	UoH
FD Childhood Studies Y2 (DVC)	16	Teesside
FD Childhood Studies Y3 (DVC)	10	Teesside
BA Education and Professional Development Y2	3	UoH
Certificate in Education Y2	10	UoH
FD Learning Support Y2	20	UoH
FD Learning Support Y3	9	UoH
PGCE Y2	5	UoH
FdSc Sport and Exercise Y2	20	UoH
HNC Computing	1	Pearson
HND Computing	2	Pearson

Teaching Excellence Framework

The Teaching Excellence Framework sets out the Expectations that all UK higher education providers are required to meet. As of the 2016/17 academic year, the Teaching Excellence Framework has replaced the Quality Assurance Agency, to which regulatory quality assurance oversight has moved to this newgoverning body. The purpose of the Teaching Excellence Framework is: to safeguard the academic standards of UK higher education, to assure the quality of the learning opportunities that UK higher education offers to students, to promote continuous and systematic improvement in UK higher education to ensure that information about UK higher education is publicly available, as well as, to create a great learning experience, maximise student performance and employability.

At the end of of the 2016/17 academic year, RNN Group achieved a commendable Silver Rating. A silver TEF reflects our strong commitment to ensuring students of all abilities, and from all backgrounds, to succeed.

Part A: Setting and maintaining threshold academic standards

Retention, Pass, and Achievement rates evidence:

Course Title	Retention %	% Achievement	% Pass
BA (Hons) in Fashion	86%	57%	67%
BA (Hons) in Fashion (Top Up)	100%	100%	100%
BA (Hons) in Fashion Y2	100%	50%	50%
BA (Hons) in Graphic Communication Design Top Up	100%	100%	100%
Foundation Degree in Graphic Design Y1	93%	93%	100%
Foundation Degree in Graphic Design Y2	100%	100%	100%
Foundation Degree Fine and Applied Art Y1	100%	67%	67%
Foundation Degree Fine and Applied Art Y2	100%	100%	100%
BA (Hons) in Popular Music Performance and Production	100%	92%	92%
BA (Hons) in Popular Music Performance and Production (Top Up)	93%	93%	100%
BA (Hons) in Popular Music Performance and Production Y2	100%	77%	77%
BA (Hons) in Theatre, Acting and Performance	100%	100%	100%
BA (Hons) in Theatre, Acting and Performance (Top Up)	100%	100%	100%

BA (Hons) in Theatre, Acting and Performance Y2	100%	100%	100%
BA (Hons) in Media, Moving Image and Photography	100%	85%	85%
BA (Hons) in Media, Moving Image and Photography (Top Up)	100%	100%	100%
BA (Hons) in Media, Moving Image and Photography Y2	100%	90%	90%
Foundation Degree in Games Development Y1	100%	67%	67%
Foundation Degree in Games Development Y2	100%	100%	100%
Foundation Degree in Computing and Systems Development Y1	100%	68%	68%
Foundation Degree in Computing and Systems Development Y2	100%	100%	100%
BSc Computing and Systems Development	100%	83%	83%
HNC Hair and Beauty Management	75%	75%	100%
HNC Performing Arts: Specialist Make Up	100%	100%	100%
HND Diploma in Hair and Beauty Management	100%	100%	100%
HND Performing Arts: Specialist Make Up	100%	100%	100%
HNC Electrical & Electronic Engineering Y1	93%	93%	100%
HNC Electrical & Electronic Engineering Y2	100%	100%	100%
HNC General Engineering (Metallurgy)	57%	57%	100%
HND General Engineering (Metallurgy) Y2	100%	100%	100%
HNC General Engineering Y1	100%	100%	100%
HNC Mechanical Engineering Y1	95%	95%	100%
HNC Mechanical Engineering Y2	96%	96%	100%
HND Electrical & Electronic Engineering Y2	100%	100%	100%
HND Mechanical Engineering Y2	100%	100%	100%
Advanced Practice in Work with Children & Families (HNC L5)	100%	88%	88%
Advanced Practice in Work with Children & Families (HND L5)	100%	100%	100%
Foundation Degree in Childhood Studies Y1	55%	55%	100%
Foundation Degree in Childhood Studies Y2	94%	94%	100%
HNC Animal Management	100%	100%	100%
BA (Hons) in Education and Professional Development Y1	89%	89%	100%
BA (Hons) in Education and Professional Development Y2	100%	100%	100%
Certificate in Education Y1	80%	80%	100%
Certificate in Education Y2	83%	83%	100%
Foundation Degree in Learning Support Y1	76%	76%	100%
Foundation Degree in Learning Support Y2	94%	94%	100%
Foundation Degree in Learning Support Y3	100%	100%	100%
PGCE Y1	100%	100%	100%
PGCE Y2	100%	100%	100%
Pre Service Cert Ed	100%	100%	100%
Pre Service PGCE	100%	92%	92%
Sport (HNC Level 4)	100%	78%	78%
FdSc Sport & Exercise Y1 (DVC)	100%	96%	96%
FdSc Sport & Exercise Y2 (DVC)	100%	100%	100%
FdA Childhood Studies Y1 (DVC)	89%	89%	100%
FdA Childhood Studies Y2 (DVC)	100%	100%	100%
Grand Total	**96%**	**89%**	**93%**

Part B: Assuring and enhancing academic quality

TEACHING QUALITY

The value and importance of the observation of teaching is recognised as an activity that is key to product delivery development and enhancement both on a collegial quality assurance level and with regard to added professional development of all contracted academic staff. RNN Group HE teaching staff engage in a peer observation process to foster discussion and dissemination of best practice. The peer observation structure is set to encourage all staff to reflect on the effectiveness of their own teaching and to enhance the importance attached to the quality of teaching.

During 2016/17 the College continued to reinvigorate learning design and learning practice across all of the Higher Education provision and the positive impact achieved was informed by the analysis of robust evidence, for example, observations of teaching and learning[2], improved student success, improved high grade achievement, student engagement and quality enhancement activities. An increase in achievement rates has occurred each year since 2013, as demonstrated in the table below.

Higher Education Achievement Rates: September 2013 - June 2017

Academic Year	Achievement Percentage
2013/14	84.5%
2014/15	89.4%
2015/16	87.8%
2016/17	89%

Academic Ethos
RNN Group has a set of general educational aims which apply to all its College programmes. To enable students to achieve these aims, and reflect other local and national priorities for learning teaching and assessment, RNN Group is committed to promoting the following principles throughout its college network.

- A learner-centred approach that encourages active student engagement.
- Inclusive learning through the promotion of equality, diversity and equality of opportunity.
- A working partnership between students and all staff who facilitate learning.
- Learning, teaching and assessment practices that are transparent, inclusive and fair.
- Curricula that are relevant, and closely aligned with those of the partner university.
- Effective mechanisms to continuously enhance the student experience.
- Motivated academic and support staff, and the provision of on-going staff development.
- A high quality learning environment.

The student experience is central to the vision, mission and operations of RNN Group and its network of colleges. Learning and Teaching is therefore of strategic importance and requires a robust framework to support its effective management and enhancement.

The RNN Group Higher Education Department Learning and Teaching Strategy is informed by a variety of stakeholders including students' views and experience; staff innovations and development; employer feedback, and requirements and strategies. The Strategy

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[2] All academic staff for 2016/17 whose teaching provision was more than 50% on HE courses were instructed to complete a peer observation. Staff were paired with those outside of their curriculum of teaching, in order to share best practice across curriculums.

encompasses pedagogy and provision, curriculum, delivery, e-learning, student affairs, professional development, reporting, monitoring and review, quality and standards.

STUDENT ENGAGEMENT

The Higher Education Student Involvement Strategy has been developed jointly by the College and the Higher Education Students' Forum and is regularly reviewed by both and brought to the attention of all students and staff on an annual basis.

The College utilises a number of mechanisms to engage Higher Education students. The HE Student Involvement Strategy aims to ensure that it is clear to all Higher Education students and staff on how and when opportunities to further engage are available:

Module Level
Module Evaluation and Feedback
All Higher Education students on a module has a formal opportunity to feedback to module leaders on their experiences so that they can evaluate the modules Higher Education students undertake. This will normally be done via module evaluation questionnaires or equivalent.

Module leaders' feedback to students any changes which have been made as a result of their comments. Via module evaluation questionnaires, current Higher Education students are able to propose future changes to a module. Module evaluation questionnaires also feedback into the Departments/College's annual monitoring and strategic planning process. Module leaders should introduce whatever methods needed to maximise Higher Education student engagement with the module through the formal feedback mechanism. Student feedback then feeds in to minor modifications for our provision to support student needs and current market trends.

Department Level
Department Representatives
Each Department has representatives annually elected by their peers within the area.

Forum/College Committees
All Higher Education Student Academic Representatives within a Department meet with the Forum Chair, and Department Representatives and senior staff by invitation, on a termly basis; to discuss issues within the Department of common interest and find a joint solution to enhancement of all aspects of the educational provision within the Department. Feedback on actions are sent to all HE students as a 'You Said, We Did' newsletter for informational purposes.

Institutional Level
Higher Education Student Forum
The Department Representatives are full members of the Higher Education Student Forum which is chaired by the Higher Education Student Forum Chair and meets termly reporting directly to the Higher Education Learning and Teaching Committee.

The main duties of the Higher Education Student Forum are:

- To advise Higher Education Learning and Teaching Committee on the implications for Higher Education students of the outcomes from College quality enhancement procedures, including external examiner reports.
- To advise Higher Education Learning and Teaching Committee on the outcomes of the National Student Survey and any similar measure of student satisfaction.
- To advise on any other matter that may be referred to the Higher Education Student Forum by Higher Education Learning and Teaching Committee.

ASSESSMENT PRACTICE

The College publicises and implements principles and procedures for, and processes of, assessment that are explicit, valid and reliable. The assessment of students is largely inclusive, transparent and promotes effective learning to support student success. The timing of assessment is well planned and enables effective and appropriate measurement of students' achievement of the intended learning outcomes. The College measures the progress of assessment methodology through value-added measure such as, improvement to high grades, employability skills and student satisfaction/ progression.

Following curriculum design review and student feedback, changes have been made which have been highlighted in quality enhancement and external monitoring reviews. Examples include speculative enquiry, two assessment points per 20 credits, contextualised verbal engagement in critical discourse and challenging assessment instruments. This has been identified as good practice by External Examiners reports from 2016/17, across our academic provision.

Weaker practice to be addressed was highlighted in relation to the number of tasks and over assessment per module. Developments are in progress through the University of Hull, which is one of our validating partners, to reduce the number of assessment tasks and a broader range and learning depth of assessment and presentation approaches, for example standalone video presentation to inclass presenttion. The College actively monitors and acts upon the External Examiners reports and students' module feedback surveys to continually improve our academic provision.

The College encourages assessment practice that promotes effective learning and implements rigorous assessment policies and practices that ensure the standard for each award and award element is set and maintained at the appropriate level, and that student performance is properly judged against this and that assessment is conducted with rigour, probity and fairness with due regard for security.

The feedback to students on assessed work is timely and promotes learning and facilitates improvement but does not increase the burden of assessment. In addition, in 2016/17, the quality enhancement reviews identified some inconsistent practice in relation to exam board grids for some Higher National programmes. The need for effective, clear and consistent policies for the membership, procedures, powers and accountability of assessment panels and boards of examiners is pivotal, therefore, academic Departments have been supported to ensure exam boards are more robust and the practice of programmes linked to partner universities has been disseminated and adopted across all the College's Higher Education provision.

The College has evidenced improved performance and academic rigour during exam boards during 2016/17 through the development of an academic standards convention, which has ensured assessment decisions are recorded and documented accurately and systematically and that the decisions of relevant assessment panels and examination boards have been swiftly communicated. However, this remains a key priority for continued improvement during 2017/18 to ensure alignment with the increased Higher Education provision, that began this year, that more detailed analysis of trends in results and assessment outcomes is completed.

STUDENT OUTCOME

The assessment process is thorough and supportive. Our formative feedback, as stated in various 2016/17 External Examiner reports, has been deemed as 'excellent', leaving students knowing exactly what they need to do in order to progress. Summative feedback has also

been reported as extensive and enables students to reflect on their work and how it relates to industry practice.

Students benefit from having a good range of teachers with extensive industry expertise, including current practitioners, and those who have excellent academic experience. The quality of teaching is high and the industry relevance of learning is continually reinforced - in keeping with the vocational nature of our Higher Education programmes. Staff continually update their academic and specialist skills to ensure that the quality of teaching remains current.

There are significant staff development benefits from working with Higher Education institutions. All tutors delivering degrees validated by the University of Hull apply for 'Recognised Teacher Status' and can choose to become associates of the university. Recognised Teacher Status in an internal quality standards framework at the University of Hull that identifies an academically inclined and professionally experienced staff member as being highly qualified to teach an University of Hull validated programme. Students studying for degrees validated by the University of Hull, and our other validating partner, the Sheffield Hallam University are able to use the university library and attend specialist lectures/workshops delivered by industry specialists. Many course staff are undertaking ongoing CPD requirements, both at internal college level and external academic level.

WIDENING ACCESS

We believe RNN Group has a responsibility to raise the aspirations of individuals within our communities and enable them to shape and develop a better future. An outstanding student experience is at the heart of what we do and we aim to provide a high quality, local, programme of Higher Education that is accessible to all. We see students being at the core of everything we do and we will proactively engage them in enhancing the student experience.

Progression Measures
A range of progression activities are undertaken to promote Higher Education at the College which includes specific Higher Education curriculum tasters, presentation evenings/talks, UCAS application activities, Student finance activities, Higher Education open evenings, progression boards and Careers events.

The cornerstone for our proposed Higher Education development is the feedback we receive from our partnerships with local and city region employers and in supporting the higher levels skills requirements of the Sheffield City Region's Local Enterprise Partnership Growth Plan. The majority of Higher Education students recruited onto full-time Higher Education programmes are existing RNN Group Further Education students who have progressed internally and live within the catchment area of the College.

Outreach
The RNN Group has a strong commitment to widening participation and community outreach in Higher Education. A report by the Education & Training Foundation using data from 2013/14 indicated that 70% of our Higher Education learners come from areas that have the lowest participation rates (POLAR quintiles) in Higher Education. This figure, compared to 30% for Higher Education institutions on average, demonstrates that our capacity to cater to low-participation students is exceptional. Our graduation ceremony as well as our open-to-the-public Visual Arts End of Degree Show and Higher Education Open Event, are crucial ways in which the RNN Group showcases the benefits of Higher Education and raising aspirations within the community. We plan to continue developing these events, especially open events throughout 2017/18.

The catchment areas of RNN Group have traditionally low levels of participation and aspiration. To try and address this situation and enhance recruitment RNN Group undertakes Higher Education outreach activity with 11-16 years old schools, Sixth Form schools/colleges, and Further Education partners in the Rotherham, Dearne Valley, Barnsley and Doncaster boroughs. Across most of these areas, there are significant numbers of persons with high levels of social and economic deprivation with second and third generation family members being economically inactive.

Part C: Information about higher education providers

All published information is checked by the Director of Higher Education & Skills to ensure accuracy, currency and that it meets the requirements of awarding organisations and where required approved by the appropriate university to ensure accuracy.

Marketing material is regularly monitored and reviewed for accuracy to reflect any changes and amendments.

All information is available electronically backedup, available to be downloaded and on the college website.

During 2016/17, the College has carried out significant work to develop its own Quality Code for Higher Education which reflects the requirement of the UK Quality Codes expectations on information about Higher Education provision. This includes information about the College's core mission, values and strategy in relation to Higher Education.

The College has a clear process for the application and admission of students. This has been further enhanced to ensure that all the information provided to students is clear, current and reflects the requirements of the College's awarding bodies.

The College website and Student Services provide clear information to prospective students on the services and support available to them through the College and from other organisations who can provide support during their programme of study. The College has worked closely with its awarding bodies to ensure that the information provided to individuals on programmes available at the College was accurate and fit for purpose. The College has reviewed how information was held on its website and has provided a more detailed course specification for individuals to access.

The College has published its HE Quality Code on the College website ensuring new and potential students are fully informed of the College's management procedures for Higher Education.

The College has recently published a Higher Education prospectus in partnership with Dearne Valley College to increase general awareness of all Higher Education provision available across Rotherham and to attempt to increase participation in higher level programmes.

On completion of their course students are provided with an accurate record of their achievements. The College provides this information in partnership with the relevant awarding body/organisation. At the moment there is no formal process in place to recognise any non-academic achievement of students.

The College has provided information for inclusion in the Key Information Set (KIS) which is available on the Unistats web-site. This brought to light that information is not held in a uniform manner on the KIS, UCAS and College website and needs to be addressed to provide consistently clear information.

Glossary of Key Terms

APEL

Abbreviation for Accreditation of Prior Educational Learning

BA (Hons)

Bachelors of Arts, Level 6 undergraduate degree

CD

Abbreviation of the job title Curriculum Director

Cert Ed

Abbreviation for Certificate in Education

CLT

Abbreviation for Curriculum Leadership Team

CM

Abbreviation of the job title Curriculum Manager

The College

The RNN Group, the parent organisation of North Notts College, Rotherham College, and Dearne Valley College

CPD

Continuous Professional Development, to increase academic and professional skills for teaching staff

CYQ

Abbreviation for Central YMCA Qualification, a qualification for personal trainers

DBS

Abbreviation for Disclosure and Barring Service, a service to help employers make safer recruitment decisions and prevent unsuitable people from working with vulnerable groups

DLHE

Abbreviation for Destination of Leavers from Higher Education, a statistical survey which aims to contact UK and EU domiciled graduates from Higher Education programmes six months after qualifying from their HE course.

DSA

Abbreviation for Disabled Students' Allowance, a governance group who helps with quality assurance processes and support for disabled students

DVC

Dearne Valley College

EBSCO

Leader provider of research databases, e-journals, magazine subscriptions, e-books and discovery service for the academic community

EE

External Examiner, reviewer of student work at the end point of an academic year, representative from one of the awarding bodies

EV Report

External Verifier report that summarises the feedback received from External Examiners

FD

Foundation Degree, Level 5 degree

FE

Abbreviation for Further Education

Formative Feedback

Unmarked, constructive feedback to students based on an assessment, classroom activity, or other academic work

HE

Abbreviation for the term Higher Education

HEFCE

Higher Education Funding Council for England, a regulations and assurances body to sustain Higher Education conditions across England

HE Hub

The Higher Education Hub is a building on the Rotherham Town Centre campus designated to the social and teaching usage of Higher Education students and staff

HE LTC

Abbreviation for Higher Education Learning & Teaching Committee, committee run by the Higher Education Department with representatives from all subject areas to discuss curriculum provision and development strategies for the department

HEI

Abbreviation for Higher Education Institution, a provider that runs higher education level provision

HNC

Higher National Certificate, Level 4 academic certificate

HND

Higher National Diploma, Level 5 academic diploma

JISCS

A not-for-profit company that supports post-16 and Higher Education by providing advice and digital resources

KIS

Abbreviation for Key Information Set, results from the NSS survey that are provided to each Higher Education provider

L4, L5, L6, etc.

Abbreviation for Levels 4, 5 and 6. These are academic levels for Higher Education provision

LTA

Learning and Teaching Association, an annual conference hosted by Sheffield Hallam University

Major Modification

An alteration to a programme that requires a validation review by an awarding body as it is a significant change to a programme

Minor Modification

An alteration to a module, or part of a programme, that is a small change to a programme and only needs written approval by an awarding body

MOOCs

Abbreviation for Massive Open Online Course, online lessons provided by higher education institutions for free, covering an array of subjects

NNC

Abbreviation for North Notts College

NSS

National Student Survey, collects data from current students on staff performance, assessment marking, and other student life factors

NUS

National Union of Students

NVQ

National Vocational Qualification, work based awards with five levels ranging from Level 1, which focuses on basic work activities, to Level 5 for senior management

Ofsted

Office for Standards in Education, Children's Services and Skills. An inspection and regulation service for the care of children and young people

Pearson

Edexel/Pearson/BTEC, awarding body of RNN Group

PGCE

Abbreviation for Post-Graduate Certificate in Education, a teaching qualification offered by RNN Group

POLAR

Participation of Local Areas. The **POLAR** classification looks at how likely young people are to participate in HE across the UK and shows how this varies by area.

PPR

Abbreviation for Personal Performance Review, an assessment tool used internally for the education subject areas of RNN Group

QAA

Quality Assurance Authority, the independent body entrusted with monitoring, and advising on, standards and quality in UK higher education

QE Report

Abbreviation for Quality Enhancement Report, an older version of the Self-Evaluation Document that annually reviews the Higher Education academic provision at RNN Group

QI

Abbreviation for Quality Improvement team that reviews the quality assurance processes for RNN Group

Quality Code

Sets out the expectations that all provider of UK Higher Education are required to meet

RNN Group

Parents organisation of Rotherham College, North Notts College, and Dearne Valley College

RPA

Record of Prior Acceptance, a route where potential Higher Education students apply directly to one institution

RTC

Rotherham Town Centre campus

SED

Abbreviation for Self-Evaluation Document, internal review document that reviews and actions quality improvements of the Higher Education provision at RNN Group

SHU

Sheffield Hallam University, awarding body of RNN Group

SLT

Senior Leadership Team, weekly meeting of senior staff to review RNN Group at a strategic and leadership level

Summative Feedback

Feedback provided on an assignment that is formally assessed for completion of a qualification

Teach-out

An agreement between RNN Group and a curriculum's validating university to close a course after all current learners on the course have graduated. No new students will be accepted onto the course to allow for it to fully close.

TEF

Teaching Excellence Framework, evaluation structure via HEFCE to evaluate quality and performance of the college in comparison to other Higher Education providers

Teesside

University of Teesside, awarding body of Dearne Valley College courses on teach-out

TiLLS

A training qualification for an education subject

Turnitin

An internet-based plagiarism-prevention service

UCAS

Universities and Colleges Admissions Services, a UK based organisation whose main role is to operation the application process for British universities

UCR

University Centre Rotherham

Unfair Means

Term used to identify when student work has been identified as plagiarised, including written by another person and not the student

UoH

University of Hull, awarding body of RNN Group

VLE

Abbreviation for Virtual Learning Environment, a web-based platform for the digital aspects of courses of study within an education institution.

Y1, Y2, Y3, etc.

Abbreviation for Year 1, Year, Year 3, etc. These are the academic year equivalents of a student's time in Higher Education studies. For example, Year 1 equates to Level 4 studies