

Quality Review Visit Action Plan – July 2017

In response to the Quality Review Visit undertaken by QAA, the following action plan responds to the Areas for Development and Specified Improvements identified within the report.

| | Area for Development/Specified Improvement | Action to be taken | Date for Completion | Action by | Success Indicators |
|-----|--|---|---------------------|---|--|
| AD1 | Further develop and articulate higher education specific governance structures and lines of reporting (Code of Governance) | Governance and management of HE, including its distinct role within the structure of the new organisation, will be a key part of the proposed merger arrangements. This will incorporate the distinct HE committee structure, and the clear demarcation of business for those cross College committees with a joint FE and HE role. The line of accountability between the HE staff and the principalship will be clearly demonstrated, and the role of the link governor for HE reviewed and strengthened. All of the foregoing will be explicitly included in job descriptions and committee terms of reference | December 2017 | Deputy Principal Curriculum and Quality | An HE structure and underpinning HE ethos in place across the College Evidenced by: New structure in place with all posts filled. Demonstrable evidence of the operation of the HE specific deliberative structure including meeting calendar, terms of reference and minutes showing regular structured process of meetings taking place. Reflection of HE responsibilities in appropriate job descriptions at all levels of the College. |

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| AD2 | Ensure that all draft and pilot higher education policies and procedures are fully implemented and that staff are appropriately trained in their use (Quality Code) | <p>A comprehensive matrix of HE policies and procedures will be produced, covering the documents required, and their review dates, incorporated within an HE Quality Handbook.</p> <p>To accompany this, a schedule of policies currently in draft form will be prepared, considered by HEM, and forwarded to the Quality Sub-Committee for ratification. This will incorporate an appropriately timed and resourced responsibility document for the production, review, ratification and implementation of each such policy, accompanied in each case by a schedule of stakeholders whose views are to be sought as an integral part of the process.</p> <p>This will be effected in parallel with a matrix and schedule of staff training events, which when delivered will ensure that all staff are trained in the use of all relevant policies.</p> | <p>October 2017</p> <p>October 2017</p> <p>December 2017</p> | <p>HE Coordinator</p> <p>HE Coordinator</p> <p>HE Coordinator</p> | <p>Staff and all stakeholders have full knowledge of the policies and procedures that apply to the HE curriculum and its delivery.</p> <p>Evidenced by: Existence of a comprehensive matrix of policies required, approved and ratified at QSC level.</p> <p>Existence of a time-bound and fully resourced schedule for the production and implementation of each such policy, following debate and ratification at senior levels both within HE and across the wider College.</p> <p>Demonstrable evidence including training materials, attendance records and evaluations that training has been effective.</p> |

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| AD3 | Further develop student representation on higher education committees at all levels to ensure that students are engaged as partners in the assurance of their educational experience (Code of Governance) | A matrix to be produced, showing all committees from the board of governors downwards, identifying for each the incidence and level of student representation, and the key roles which students will play on each. This schedule will be submitted to executives and governors for debate and approval, and to form the basis of the arrangements for appointing student representatives; and of the terms of reference of each Committee. | December 2017 | Director of Sixth Form and HE | <p>Effective student partnership established through representation in all deliberative committees.</p> <p>Evidenced by: Demonstrable evidence that the role and responsibilities of HE students have been deliberated and debated at senior levels of the College, and that these are reflected in job roles, terms of reference and minutes. Evidence of student feedback.</p> |
| AD4 | Develop training and strengthen support for student representatives (Code of Governance) | <p>The system of selection of student representatives will be codified and formalised, with input from staff and students. The final process will be implemented following deliberation and ratification at executive and governor levels.</p> <p>Intrinsic to this process will be the production of a guide to expectations and responsibilities, co-designed between students and staff; and formal training for representatives. To facilitate this, specialist external expertise will be sourced, including partner universities.</p> | <p>September 2017</p> <p>March 2018</p> | <p>Director of Services to Students</p> <p>HE Coordinator</p> | <p>Students empowered to represent their peers.</p> <p>Evidenced by: Student representatives appointed for all courses under a demonstrably free, fair and equitable process.</p> <p>Feedback from student representatives themselves which demonstrates an increased confidence in their ability to perform effectively.</p> |

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| AD5 | Further develop the central monitoring and analysis of student complaints in order to improve the student academic experience (Student protection measures, Code of Governance, Consumer protection obligations) | <p>A revised system for recording formal and informal complaints and appeals will be put in place within the HE team, and formally recognised within job descriptions.</p> <p>Reports will be received on a quarterly basis at HEM, and annually at executive and governor level, and demonstrably debated to ensure root causes are identified and resolved.</p> | <p>December 2017</p> <p>March 2018</p> | <p>Director of Quality and Staff Development</p> <p>HE Coordinator</p> | <p>Demonstrable increase in student satisfaction in the handling of their complaints and appeals.</p> <p>The explicit focus within the College of using evidence from complaints and appeals to improve the student experience.</p> <p>Evidenced by: A complaints and appeals register is in place, and demonstrably comprehensive. Routine consideration of complaints and appeals and their root causes is demonstrably minuted within the College deliberative processes.</p> |

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| SI1 | Ensure that all Pearson programmes have definitive programme specifications (Quality Code) | <p>Definitive programme specifications will be produced for each such programme in line with a standard template, and updated thereafter in line with a rolling annual programme of renewal.</p> <p>Documents will be produced by staff and students and initially approved at course committees, before being submitted to HEM for formal approval.</p> | December 2017 | HE Coordinator | Each Pearson programme has an up to date specification which is made available to support staff, prospective and existing students, and other stakeholders. |
| SI2 | Establish central reporting and monitoring of course changes to mitigate the risk of curriculum drift (Quality Code, Student protection measures) | <p>Validation documents will be held by the College HE team for all provision offered. All proposed modifications to these validation documents will be considered by staff and students at course team level, and a recommendation made to HEM as part of the course team minutes. HEM will consider the proposal, and authorise or decline the actioning of the change. The HE team will then amend the definitive records. Summaries of all such changes will be presented annually, in the annual monitoring reports for the courses concerned.</p> | July 2018 | Director of Sixth Form and HE | <p>All stakeholders have access to up-to-date curriculum documents. The College has assurance regarding the alignment of curriculum approval and curriculum delivery.</p> <p>This is evidenced by: All course modifications are demonstrably subject to academic deliberation, with clear input from staff and students, at both course and HE level. Validation documents held centrally within HE reflect accurately the curriculum being delivered.</p> |

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| SI3 | Develop and implement a College process for the periodic review of Pearson courses (Quality Code) | <p>A process for periodic review will be produced, and after deliberation at HEM and QSC will be approved by the latter for implementation.</p> <p>For each identified Pearson programme, a reapproval will be undertaken every five years, on a formal basis. This will entail production of a validation document (for new provision) or amendment of existing documentation (for a re-approval).</p> <p>Each such document will be formally reviewed, through the programme review process. The periodic review team will be independently chaired, and will include student representatives, academic staff (from another HE area), and employer representatives. The report from this process will be received by HEM, and recommended to the QSC meeting for formal approval.</p> | <p>November 2017</p> <p>First one to be completed by July 18</p> | <p>Director of Sixth Form and HE</p> <p>Director of Sixth Form and HE</p> | <p>The College receives timely assurance as to the currency and academic health of the HE curriculum.</p> <p>Within the duration of the five year cycle, each Pearson course offered will have an up-to-date definitive document in an approved template format. There will be documented evidence that this document and the provision to which it refers has been independently scrutinised by a range of key stakeholders, and demonstrably reviewed and ratified at each stage of the College's deliberative process.</p> |

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| SI4 | Articulate, implement and disseminate an approach to the improvement of student learning opportunities (Quality Code) | <p>The strategic responsibility will be located within the high level governance of HE within the College, and articulated in a formal enhancement strategy, approved via the College deliberative process.</p> <p>The operational responsibility for the improvement of student learning opportunities lies with the individual Learner Manager. This will be overseen by the HE Management Team, as both a specific line in the terms of reference, and as a specific periodic standing agenda item during each academic year.</p> | <p>July 18</p> <p>July 2018</p> | <p>Director of Sixth Form and HE</p> <p>HE Coordinator</p> | <p>A culture and ethos in place, signifying the importance of improving student learning opportunities on a continuous basis.</p> <p>Share the process with staff and students, providing documentary evidence of its implementation via formal meeting minutes. Actions taken will be incorporated in a specific section of the Annual Course Monitoring and Review template, and assurance summarised annually for the QSC Committee.</p> |
| SI5 | Review terms and conditions for Pearson provision to ensure fairness and balance in relation to course closure and withdrawal (Consumer protection obligations) | Terms and conditions for Pearson programmes, including those in relation to course closure and withdrawal, will be reviewed, included within the formal induction process, and incorporated in the relevant course handbook. Such revision will explicitly reflect terms and conditions in relation to course closure and withdrawal. | December 2017 | Director of Sixth Form and HE | <p>All Pearson students have access to fair and balanced provision regarding course closure and withdrawal.</p> <p>Evidenced by: Specific amendment to terms and conditions, explicitly discussed with staff and students, and agreed via HEM and QSC following evidenced deliberative discussion.</p> |

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| SI6 | Establish systems to ensure that prospective students have access to the information required to make informed decisions (Consumer protection obligations) | <p>Processes will entail both quality controls over information published, and periodic spot checks to confirm continuing accuracy.</p> <p>Production and agreement via deliberative processes of a detailed minimum quality specification for the website for roll out to all users.</p> <p>This will be supported by a protocol regarding data accuracy, including logical access restrictions over those staff able to change the published electronic information.</p> <p>The protocol will extend to periodic and annual audits of data accuracy by a member of College Staff. The outcome of this work will be reported to HEM, and assurances provided to governor level on an annual basis.</p> | <p>November 2017</p> <p>January 2018</p> | <p>Director of Sixth Form and HE</p> <p>Marketing Manager</p> | <p>Prospective students have access to course information which is accessible, trustworthy and fit for purpose as a decision-making tool.</p> <p>Positive outcomes from audits of the website and VLE, and paper-based information systems, performed by an independent College manager and supported by staff and student representatives, are reported to HEM and annually to the governors.</p> |

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| SI7 | Develop and formalise mechanisms for course closure and withdrawal that include engagement with the student body (Student protection measures) | Course closure process to be formalised, and documentation drawn up which will be explicitly approved via the College deliberative structure. The process will include a specific need to consult with students and their representatives at every stage of the process. | November 2018 | Director of Sixth Form and HE | <p>A process is in place to protect students from the risk of course closure and withdrawal.</p> <p>Evidenced by: An agreed process will be in place. Each instance of course closure and withdrawal will be discussed with students and their representatives, and a formal decision made at HEM. Annual reports from HEM to the QSC will provide assurance that this process is operative.</p> |