

Higher Education Review Action Plan

This action plan refers to the four areas of good practice identified at Higher Education Review (HER) by the Quality Assurance Agency (QAA) Review Team. The Team concluded that there were no recommendations or affirmations to address. The action plan, developed in consultation with students and key stakeholders therefore seeks to build on the good practice identified, and details measures regarding how this will occur. It will be monitored by Higher Education Board of Study (HEBS). Since the review, the higher education provision at Weston College has been re-branded as University Centre Weston (UCW). The full report can be found on <http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007459#.V6MRDTVvBcM>.

Good practice	Action to be taken	Date for completion	Action by	Success indicators	Oversight by
The QAA identified four features of good practice at Weston College					
1. The use of student and employer involvement in design, development and validation, which is particularly effective in ensuring that programmes are focused on their needs (Expectation B1).	Continue to maintain a high level of student and employer engagement in programme design. Students and employers to be involved in programme design at the initial proposal stage.	October 2016	Assistant Director HE: Curriculum and Quality (ADHECQ)	Earlier involvement of stakeholders will be evident in the initial proposals presented to HEBS.	HEBS
	Develop and manage employer links through the CRM system.	December 2016 and ongoing	HE Partnership and Compliance Manager (HEPCM)	Developed CRM database.	ADHECQ

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2. The effective processes in place to support higher education teaching practices, which ensure the distinctiveness of the quality of learning opportunities (Expectations B3 and B4).	Continue to regularly and systematically review and develop all strategies and policies related to learning, teaching and assessment.	With immediate effect	ADHECQ and Assistant Director HE: Academic Registry (ADHEAR)	Development and updating of a policy review schedule, and audit schedule, which is monitored centrally.	Higher Education Directorate Management Team (HEDMT)
	Continued consultation with students in all aspects related to learning and teaching. Audit and reporting on the impact and effectiveness of this.	With immediate effect	ADHECQ and ADHEAR	Positive NSS indices, positive module evaluations, and external recognition through Periodic Review and external examiners. Learning Teaching and Assessment Report scrutinised at HEBS.	HEDMT and HEBS
	Identify and disseminate distinctive practice through internal and external higher education continuing professional development (HECPD).	December 2016 onwards	ADHECQ	Agendas of internal HECPD events, feedback on impact and effectiveness HECPD events.	HEDMT
		October 2016 onwards	ADHECQ	Record of staff attendance at external HECPD to include support staff.	HEDMT
		October 2016	HECQT	Research and scholarly activity impact report to include impact of support staff HECPD. Staff supported and encouraged to undertake innovative and creative approaches in teaching.	HEBS and Higher Education Curriculum and Quality Committee (HECQC)
	Ensure teaching continues to provide effective stimulation and challenge, and encourages students to engage, with students acquiring the knowledge, skills and attributes that prepare them for their personal and professional lives.	With immediate effect	HE Learning and Teaching Manager (HELTM)	Positive NSS outcomes, effective and positive student engagement measured through student surveys. Evidence of student feedback being acted upon. Peer Observation of Teaching is monitored, and staff supported and developed.	HEBS and HECQC

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3. The professional and proactive approach of the higher education support team, which enables student development and achievement (Expectations B4 and B2).	Continue to develop current strategies, policy and practice, reviewing and enhancing as appropriate.	With immediate effect	HEART and HECQT	Policy review schedule, and maintain audit of all aspects relating to student support.	HEDMT
				Positive outcomes to NSS and student surveys.	HEBS
				Student continuation data above benchmark. Positive Destination of Leavers HE (DLHE) data.	HEDMT, HEBS and HECQC
	Restructure to incorporate higher education-specific support within the HE Directorate.	September 2016	Vice-Principal Higher Education	New support positions in place and active within the HE Directorate.	HEDMT
	Enhance employability skills through employability sessions and Personal Development Planning (PDP), ensuring students acquire knowledge, skills and attributes that prepare them for their professional lives.	March 2017	HEART	Positive student feedback through NSS and student surveys. Positive DLHE data.	HEDMT, HEBS and HECQC
				Collect and analyse feedback from employers and alumni following graduation.	HEDMT
	Continued delivery of HE.LP and study skills, with high level engagement with these activities.	With immediate effect	HE librarian	Record of delivery and impact of HELP and study skills.	HEMT
				Library expenditure report.	HEMT
	Evaluate the effectiveness of current arrangements for Careers Education Information Advice and Guidance (CEIAG) and develop a long term approach to the continuation of this support.	March 2017	ADHEAR	Report of engagement and effectiveness of CEIAG.	HEDMT
				July 2017	ADHEAR

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4. The close working relationship with the awarding bodies, which facilitates a reflective and responsive approach to assessment design and practice (Expectations B6 and B1).	Maintain the effective dialogue with Link Tutors and other awarding partner contacts. Monitor the effectiveness of the partnership in relation to assessment design and practice.	With immediate effect	HECPM	Continued positive annual reports received from awarding partners with reference to the working relationship and assessment design and practice.	HEDMT, HEBS and HECQC
		April 2017	ADHECQ	Effectiveness in terms of assessment design and practice identified through the annual GLI Audit.	HEBS
		With immediate effect	HECPM	Evidence of continuous dialogue with awarding partners through monthly meeting (minutes).	HEDMT
	Inclusion of assessment design and practice as an element of the Learning, Teaching and Assessment report, to be presented annually to HEBS.	March 2017	HELTM	Annual Learning Teaching and Assessment Report noting a reflective and responsive approach to assessment design and practice.	HEBS

Signed:

Date: 07.09.16



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