HE Enhancement and Continuous Improvement Strategy

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Explanatory Note

This strategy seeks to facilitate the identification, sharing and continuous improvement of good practice in HE by:

- anticipating and meeting external regulatory requirements,
- aligning itself to stakeholder expectations (including validating partners), and
- adopting a strategic and proactive approach to HE quality assurance.

This strategy complements the HE Strategy 2017-20 and various elements of the College's Strategic Plan 2017-20. Pivotal to the external HE regulatory environment and, in turn, validating partners are the following aspects: (a) enhancement of the quality of student learning opportunities, (b) the continuous improvement of the student academic experience and of student outcomes, and (c) student satisfaction. While the QAA HER methodology focused on institutional level enhancement of the quality of student learning opportunities, HEFCE Assurance Review (HAR) and the HEFCE Annual Provider Review (APR) focus on the continuous improvement of the student academic experience and of student outcomes and include a range of metrics associated with these, including, but not limited to, student satisfaction (measured via the National Student Survey (NSS)).

Through a set of underpinning principles, this strategy recognises the importance of meeting stakeholder expectations, in particular, prospective and existing students, alignment to external regulatory requirements and validating partner expectations.

Wherever possible, a rationale is provided for each principle. This is supplemented by an objective or objectives and an outline how the objective(s) will be achieved. The principles are not arranged in any particular order and no one principle has greater weighting than another. They are collectively important in contributing to meeting stakeholder expectations. Having said that, some principles need to be prioritised during the evolution of the external regulatory environment, in particular with the introduction of the Office for Students (OfS) from 1st January 2017.

During 2017-18, the following principles are high priority: Principles 5, 7 and 8. The main reasons for this are due to
- the impending annual APR (1st December 2017),
- HEFCE Verification Process in 2017-18,
- approach to implementing the HEFCE APR action plan (9th June 2017), and
- HAR in 2018-19.

During 2017-20, Principles 1, 3, 4 and 6 are important in providing some of the activities that support and/or facilitate the advancement of enhancement of the quality of student learning opportunities and/or the continuous improvement of the student academic experience and of student outcomes.

Meanwhile, Principles 2, 9 and 10 promote effective alignment to good regulatory practice in the HE sector and validating partner expectations at a strategic level.

Nabeel Zaidi, Interim Head of HE Development and Delivery
12th October 2017

Scope

This strategy document applies to all higher education (HE) provision that falls within scope for QAA, HEFCE, OfS regulatory oversight or frameworks for FECs.

Definitions

Programme level enhancement

The College views programme level enhancement as deliberate steps to further improve existing good practice that subsequently contributes to a positive impact on the quality of students' learning opportunities. Good practice should be verified internally by a robust evidence base or externally via External Examiner reports. Further improvement of good practice can be evidenced by (a) positive feedback from students during staff and student programme boards and/or (b) External Examiners in subsequent reports related to that further improvement, as well as (c) evaluation of the further improvement during term 3 programme boards.

Institutional level enhancement

QAA's definition of enhancement is focused at institutional level. It defines enhancement as follows: "Deliberate steps are being taken at provider level to improve the quality of students' learning opportunities." This can be illustrated by the diagram below.
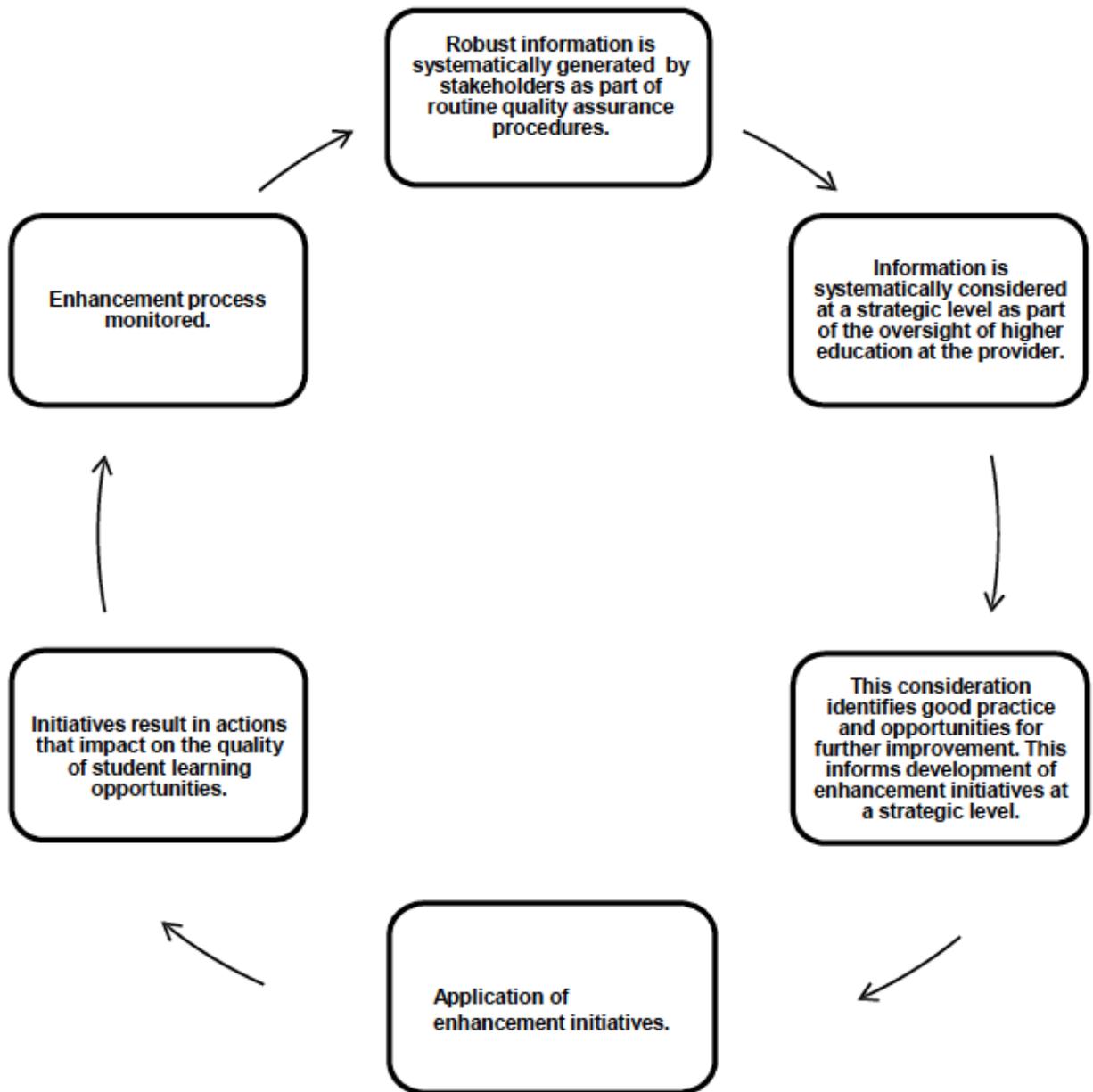
Source: *Higher Education Review: A handbook for universities and colleges with access to funding from HEFCE or DEL undergoing review in 2015-16* (June 2015)

Continuous improvement and internal periodic review

"[HEFCE] will expect to see individual providers making effective use of a range of data relevant to their mission, provision and students. This routine analysis will provide the basis for internal reflection with students on the quality of students' outcomes and the learning and teaching experience that is delivering them, as well as a framework within which continuous improvement activities can be planned and implemented … [HEFCE] will verify the approach each [provider] takes to its own periodic review processes through a one-off scrutiny process [in 2017-18] …

[HEFCE] are not looking for a single model for internal periodic review … the approach adopted by a provider should be informed by its context, provision and students. [HEFCE has contracted QAA to undertake the following work]:

a. Developing a set of requirements that elicit responses in the following areas from a provider:
   i.   Is there externality in any process that the provider operates to review the student academic experience and student outcomes? Does it include employer or alumni …? Is it operated in partnership with students? Does it contain experts from other UK institutions …
   ii. How does the provider identify innovations and developments that could enhance the student academic experience and its outcomes? How does it design such interventions and innovations? How does the provider evaluate whether improvement has occurred or not?
   iii. How does the provider evaluate 'what works' and what does not?
   iv. How does the provider identify issues or problems that need addressing in the student academic experience and its outcomes?
b. Designing a desk-based, peer-led scrutiny process to verify the methodology used by each provider and confirm that the provider's internal review arrangements meet the Standards of ESG (2015) Part 1." (*Revised operating model for quality assessment*, HEFCE, March 2016/03)

Student academic experience

For the purposes of completeness and this strategy, student academic experience includes teaching, learning, assessment and student satisfaction.

*P*rinciples

The approach adopted by this strategy is outlined by the principles set out below.

*P*rinciple 1: sharing good practice

To be informed by and/or engage with good practice identified at strategic level by existing or prospective validating partners.

The categorisation of 'good practice' for the purposes of Principle 1 is as follows:

a. Strategic plans or initiatives which seek to enhance the quality of students' learning opportunities or have an enhancement theme to them

b. Institutional level strategies that have positively impacted on the student academic experience (whether directly or indirectly), their performance or progression and/or have been recognised as aligning to QAA's definition of enhancement (in recent QAA reports for the validating partner) or to relevant themes (in recent QAA reports (e.g. 'employability'))

c. Recognition by QAA of good practice at the validating partner in any one or more of the following expectations and indicators from the Quality Code:
   i. Expectation B3, Indicator 5: "Higher education providers collect and analyse appropriate information to ensure the continued effectiveness of their strategic approach to, and the enhancement of, learning opportunities and teaching practices."
   ii. Expectation B4, Indicator 1: "Through strategic and operational planning, and quality assurance and enhancement, higher education providers determine and evaluate how they enable student development and achievement."
   iii. Expectation B5: "Higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience."
   iv. Expectation B8, Indicator 2: "Higher education providers take deliberate steps to use the outcomes of programme monitoring and review processes for enhancement purposes"
   v. Expectation B9: "Higher education providers have procedures for handling academic appeals and student complaints about the quality of learning opportunities; these procedures are fair, accessible and timely, and enable enhancement."

Objective 1

Institutional and programme level strategies seeking to:

 (a) improve the quality of students' learning opportunities,
 (b) continuously improve the student academic experience and outcomes

must be informed by established strategies at existing or prospective validating partners and their effectiveness is triangulated accordingly by the College before their design and implementation to ensure and assure their validity.

Objective 1 will be achieved by:

- Identifying existing or prospective validating partner strategies that align to or complement one or more of the following: the College's Strategic Plan, latest HE Strategy*, HE Teaching, Learning and Assessment Strategy*, HE Student Support Strategy and relevant principles from this strategy (*these are at a formative stage)

- Involving a range of stakeholders when designing the said strategies and continuing to involve them as partners when monitoring their implementation, evaluating their impact and reviewing them. This should lead to continuous improvement in the design and implementation of said strategies.

*P*rinciple 2: using cross-cutting themes

To actively identify cross-cutting themes at institutional or programme level at the College aligned to existing or prospective validating partners' strategies or institutional level initiatives and:

a) **consider the extent to which they are already having a positive impact at programme and institutional level on the quality of students' learning opportunities, student academic experience and student satisfaction**
b) **identify opportunities to embed such cross-cutting themes within institutional level strategies or initiatives at the College that have the potential of improving or further improving the quality of students' learning opportunities, student academic experience and student satisfaction**
c) **continue to update systems and processes that capture, present and analyse cross-cutting themes in order to maintain or increase their effectiveness and/or alignment to changing validating partner strategies or institutional level initiatives.**

Rationale

Validating partners may well have expertise in a field and have expended significant time and resources to design, deliver, monitor, review and further improve institutional level strategies for their own use and/or for use by the partners they validate whether under an agreement or by choice. One such example is the University of the Arts London, which is ranked in the top 6 in the world for art and design, and its 6 colleges (which deliver the UAL Foundation Diploma in Art and Design) were in February 2017 rated by Ofsted as 'Outstanding' overall and across each of the four aspects of the inspection. Identifying cross-cutting themes thereby provides one among a range of reference points to check the validity of an approach adopted by the College, which can be further triangulated by NSS outcomes (and associated HEFCE TEF 2 or APR metrics), student feedback during staff and student programme boards, external examiner reports and validating partner feedback on programme level and institutional level AMR documents. In order to continue their journey to institutional level enhancement, cross-cutting themes can be embedded as strands within other institutional level strategies or initiatives. This should create the momentum for further improvement of good practice at institutional level and increase the potential range and extent of impact on the student academic experience and on the quality of students' learning opportunities.

Objective 2

Identify cross-cutting themes that are already having a positive impact at programme and institutional level and, where practicable, further improve or expand their application before embedding them in relevant institutional level strategies, actions or initiatives.

Objective 2 will be achieved by:

- using Institutional AMRs, the Institutional SED or themed audits at programme level to identify cross-cutting themes that are already having a positive impact or have the potential to have a positive impact on the quality of students' learning opportunities and the continuous improvement of the student academic experience and of student outcomes
- considering expansion or updating of cross-cutting themes, based on further feedback from external examiners, the relevant changes to existing validating partner strategies or strategic initiatives
- examining alignment of existing cross-cutting themes to relevant strategies or strategic initiatives at prospective validating partners
- cross-cutting themes will be regularly reviewed (including as part of Institutional AMRs and updates to strategies within which they are embedded), with a view to maintaining alignment to relevant strategies and strategic initiatives at the College and its validating partners
- cross-cutting themes will be applied to all academic frameworks, including prospective and existing validating partners (as well as those that have given notice to terminate). This is to ensure and assure the consistency of the student academic experience across all academic frameworks.

*P*rinciple 3: ensuring an infrastructure for channelling enhancement

To systematically analyse and identify programme level enhancement opportunities, activity or practice and emerging themes, if any; these can be by programme, programme area, department and cross-department by using the College designed post-EE action plan, good practice and enhancement template, institutional AMR for each academic framework and the College Institutional SED (each of which should identify emerging enhancement related themes from course level AMRs. These can then inform application of Principles 1 and 2 above).

Rationale

For institutional level enhancement to be sustainable, there should be clear channels or opportunities for programme level enhancement to inform, where appropriate, institutional level enhancement strategies or initiatives. Innovation tends to emerge at programme level and can often stay within a programme or programme area and not be shared as good practice or by the time it is shared as good practice it might no longer be considered as innovative. In order to be effective, innovative practice should be shared as soon as possible, especially if the innovation in question is time sensitive (e.g. a new technique used in industry). Clear channels are therefore necessary to identify innovative practice and programme level enhancement which has the potential for wider dissemination across programmes, departments or even across the institution. Early identification and dissemination of innovative practice should provide part of the evidence base to demonstrate continuous improvement for the purposes of the verification process noted in Principle 7 below.

Post-EE action plans and good practice and enhancement templates provide opportunities to identify, triangulate and monitor the impact of further improvements to good practice when considered during staff and staff and student programme boards. Analysis of these documents provides an opportunity to identify themes, strengths, weaknesses and even quantify the outcomes of, say, external examiner reports at institutional level (e.g. the number of instances of good practice across all external examiner reports for teaching and learning).

Institutional level AMRs also provide an important conduit to highlight emerging trends, such as cross-cutting themes or other institution-wide good practice to be considered at institutional level, with the potential of being further improved and embedded as part of other strategies and initiatives or result in related projects or even inform resourcing strategies (for instance through change in future fees via the Access Agreement and ring-fencing of part of those fees for re-investment into institutionally-led enhancement initiatives, but which are then contextualised at programme level).

Objective 3

Further underpin Principles 1 and 2 above by using relevant quality assurance documents to identify programme level or institutional level enhancements, enhancement opportunities or enhancement related themes and ensure / assure that the design of these quality assurance documents remain robust.

Objective 3 will be achieved by:

- using the post-EE action plan and good practice and enhancement template to identify opportunities for programme level and cross-programme related enhancement and then action planning accordingly, involving students as partners in formulation / refinement of the programme level enhancement and subsequent monitoring and evaluation of the same (this will be via staff and student programme boards)
- undertaking an audit of programme level AMRs, post-EE action plans and good practice and enhancement templates to identify emerging themes that can be applied cross-programme
- using Institutional AMRs and the Institutional SED to identify themes or approaches that have the potential for institutional level enhancement.

*P*rinciple 4: adopting an integrated approach to enhancement and continuous improvement

To identify and avail opportunities to integrate elements of institutional level strategies at the College to enhance or continuously improve the quality of students' learning opportunities, student academic experience, student satisfaction and any related indicators measured against HEFCE or OfS metrics and/or associated benchmarks.

Rationale

There can be instances where institutional level strategies and initiatives can be integrated, resulting in further institutional level enhancement and/or continuous improvement. Examples could include linking certain aspects of a HE Student Support Strategy to a HE Widening Participation Strategy, which in turn can be linked to a HE Teaching, Learning and Assessment Strategy. All three could have certain elements linked to relevant principles in this strategy. This integrated or 'joined-up' approach should result in benefits for a range of stakeholders and not just students (e.g. reduction in duplication of resources and effort for staff or introduction of complementary approaches). However, for such potential integration to be identified and considered in an effective manner and for implementation to be sustainable, there would need to be associated mechanisms to ensure and assure such integration. An example of this is the use of associated / dedicated forums (such as the HE Student Support Forum). See further, Principle 6 below.

*O*bjective 4

Adopt an integrated approach across complementary elements of existing or new College strategies that are designed to lead to a positive impact on the quality of students' learning opportunities, student academic experience and outcomes. This is to be facilitated in part by the approach adopted in Principle 6 below.

Objective 4 will be achieved by:

- using forums associated to College strategies, wherever possible, as illustrated in Principle 6 below, to explore the extent to which elements across one or more College strategies can complement each other or be updated to have complementary and synergistic outcomes
- using HEFCE APR and TEF 2 metrics and indicators (as well as OfS metrics and indicators, when available) to inform changes to complementary elements of one or more strategies.

*P*rinciple 5: data-driven and information-driven continuous improvement

To adopt a data-driven or information-driven approach to continuous improvement of the student academic experience and student outcomes, informed by:

a) **HEFCE APR and TEF 2 metrics and benchmarks**
b) **OfS metrics and benchmarks (when available/finalised under legislation)**
c) **Metrics and benchmarks required / expected by validating partners at programme and institution level**
d) **Other internal and external reference points which provide relevant data or information[1]**
e) **In-year indicators collated at the College aligned as far as practicable to the methodology adopted by HEFCE, OfS and validating partner metrics or benchmarks (recognising the limitations inherent in using In-year metrics)**
f) **Emerging themes across programme boards**
g) **Design other pro-active in-year metrics that are contextualised to the College or relevant programme area and student demographic**
h) **HEA approaches to student academic experience and related publications where relevant and contextualised accordingly to the College and programme areas concerned**
i) **Guidance related to application of HEFCE's 'learning gain' when exploring 'distance travelled' by students and relevant strategies for improving student outcomes**
j) **Introduction of 'quality gain' via post-EE action plans and/or good practice and enhancement templates and, over time, identify emerging themes where 'quality gain' has succeeded and the drivers for such success**
k) **Emerging themes across programme areas, departments and at College level (including, but not limited to, the approach adopted in Principle 2 above)**
l) **Widening participation strategies (including but not limited to the Access Agreement and re-alignment of associated targets based on changing College indicators, HEFCE APR, TEF 2 and OfS metrics and benchmarks)**

Rationale

A systematic and strategic approach is required to identify, analyse, monitor and respond to relevant data and information. This reflects the shift in regulatory frameworks from QAA HER to QAA QRV and HEFCE Assurance Review (HAR) (including HEFCE APR and TEF 2), then OfS and the focus on a wide range of metrics used as part of HAR and HEFCE APR, TEF 2, together with the development of a verification process that expects to see a data-driven approach

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[1] "External reference points" in this context can include, but is not limited to, frameworks, regulatory codes or guidance documents, such as the Quality Code, ESG (2015), RQF.

to the continuous improvement of the student academic experience and outcomes.

*O*bjective 5

Systematically identify and apply relevant data and information:

(a) about the College published by HEFCE and OfS
(b) from validating partners, underpinned by the partnership agreement, and
(c) from a range of internal sources
(d) from a range of external sources

to inform the continuous improvement of the student academic experience and student outcomes.

Objective 5 will be achieved by:

- maintaining a good working relationship with HEFCE regional contacts (and subsequently OfS regional contacts) to ensure an effective interpretation of the latest metrics, benchmarks and quality assurance requirements
- maintaining a good working relationship with OFFA (and subsequently OfS) to ensure the Access Agreement is informed by the College indicators published by HEFCE (via APR and TEF 2) and aligned to relevant HEFCE and OfS metrics, taking a strategic approach to the fees charged and their distribution across metrics
- ensuring that the approach to identifying, interpreting and embedding validating partner metrics, benchmarks and data remains aligned to their expectations.

Principle 6: from good practice to enhancement

To design, implement, review and further improve structures, systems and processes:

   a) **that engage stakeholders and identify programme level enhancement**
   b) **that inform the formulation or updating of related institutional level strategies**
   c) **that are integral to the implementation of related institutional level strategies and**
   d) **that facilitate outputs related to institutional level strategies and the monitoring and evaluation of said outputs.**

Rationale

In order to conform to QAA's definition of enhancement and to be effective as continuous improvement at an institutional level, there should be a mechanism that systematically identifies good practice and engages relevant stakeholders in the process, such as a Forum. This should lead to the collection and discussion of robust data or information, which informs a draft strategy associated to the terms and reference of the Forum. The draft strategy is then presented for discussion and approval at HEC. If approved, the relevant Forum can implement the strategy, including for example projects related to that strategy. Such projects or implementation can be monitored and evaluated by the Forum, with any proposed updates to the strategy going back for approval to HEC. An example of the Forum approach to strategy development and implementation can be seen below.

Objective 6

Ensure the development and continuous improvement of structures, systems and processes that:

(a) seek to identify good practice and use it to inform the development of a related strategy
(b) implement the strategy, monitor and evaluate related outputs, and
(c) review / update the said strategy from time to time.

Objective 6 will be achieved by:

- the use of forums, as illustrated in Principle 6 above
- to review the effectiveness of each forum one year after the approval of the strategy that each contributed towards, with a view to further improve its operation
- Once a number of forums have been established and strategies developed, good practice in their operation is to be identified, shared and inform any subsequent further improvement of forums
- The approach to improving the forums will also take account of Principle

*P*rinciple 7: embedding "the Verification Process"

To critically review existing plans, policies, procedures, systems and strategies used to inform or contribute to continuous improvement of the student academic experience and of student outcomes, ensuring sufficient alignment to "the Verification Process", where relevant, as defined by QAA on behalf of HEFCE, with particular reference to the following:

"[The verification of a provider's approach to its own review processes is aimed at ensuring] … that a provider's methodology for its own review processes is focused appropriately on delivering continuous improvement in the student academic experience and in student outcomes … The assessment process will:

- consider the externality of the process and the involvement of students
- consider how the provider identifies, designs and evaluates innovations and developments that could enhance the student academic experience and its outcomes
- confirm that the provider's internal review arrangements meet the Standards of ESG (2015) Part 1." (*Verification of a provider's approach to its own review process*, QAA)"[2]

*O*bjective 7

Ensure continued alignment of relevant quality assurance systems to "the Verification Process".

Objective 7 will be achieved by:

- actively identifying opportunities and, where practicable, availing such opportunities to introduce externality to the process
- to actively engage students in relevant aspects of "the Verification Process"
- to adopt a reflective, self-critical approach to reviewing the systems and processes for identifying, designing and evaluating innovations and developments that have the potential to enhance the student academic experience and student outcomes, and
- aligning the College's internal review system and processes to the ESG (2015) or any additional or updated frameworks required by "the Verification Process".

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[2] The Verification Process is to be applied to all HEFCE funded HE providers in 2017-18 that have not been selected to participate in the 2016-17 pilot HEFCE Assurance Review process. See further: HEFCE Circular letter 13/2016.

*P*rinciple 8: adopting a strategic approach to quality assurance

This strategy is informed in part by existing internal systems, policies, procedures and practices and external reference points and developments (e.g. QAA HER, QAA QRV, HAR, HEFCE APR, TEF 2, proposed OfS developments, ESG (2015)). A strategic approach is adopted to quality assurance, with this strategy being subject to revision as internal and external developments necessitate.

HEC will be responsible for approving this and subsequent versions of this strategy and will monitor and evaluate its implementation. Reports on certain outputs from this strategy that align to, inform or impact on the HEFCE APR process will inform reports to the College Governors as part of the APR process.

Rationale

The external HE regulatory environment is changing rapidly and informing the expectations of existing and prospective validating partners, who are also subject to the same regulatory frameworks. This can be seen in the expansion of metrics used by HEFCE APR and TEF 2 and, in due course, OfS. These are applied retrospectively and will most likely continue to be applied retrospectively under the impending Higher Education and Research Act:

> "In a risk-based regulatory system it is important to confirm that a provider's governance and management arrangements are effective at identifying and managing risk. This will provide OfS and UKRI with reassurance that the student and tax payer interest is being protected into the future and is an important counterbalance to the retrospective nature of many of the indicators used in the Annual Provider Review process." (*Higher Education and Research Bill: Technical note on market entry and quality assurance*, DfE, 2016)

It is therefore imperative to have robust, progressive and risk-responsive quality assurance systems and processes in place and to introduce them at the earliest opportunity, resourcing, managing, monitoring, reviewing and continuously improving them thereafter accordingly.

Objective 8

Adopt a strategic, risk-proportionate approach to quality assurance, taking full account of internal and external reference points, metrics and benchmarks, prioritising a strategic and/or operational response to those that have retrospective effect or are likely to have the greatest impact within a short time frame.

Objective 8 will be achieved by:

- identifying, interpreting and analysing HEFCE APR and TEF 2 metrics, benchmarks and indicators for the College
- drafting a risk-proportionate and impact-prioritised action plan
- focusing on continuous improvement or further improvement of good practice wherever possible.

*P*rinciple 9: adopting good regulatory practice

To identify, contextualise and embed published good practice in regulation of HE.

Rationale

It is tacit within continuous improvement that over time good practice is likely to become the norm. Therefore, early or timely adoption should accrue benefits for students and the College in the immediate short term, being a necessity in due course thereafter (i.e. what is considered to be good practice today is likely to be the norm tomorrow).

*O*bjective 9

Adapt and implement good practice regulatory frameworks, codes and statements for HE in a timely and proportionate manner.

Objective 9 will be achieved by:

- using good practice guidance to inform development of or improvements to structures, strategies, policies and procedures
- contextualising the following good practice frameworks, codes and statements:

    o the Association of College's Code of Good Governance
    o the Independent Adjudicator's (OIA's) good practice framework
    o HEFCE's Statement of Good Practice on higher education course changes and closures

To ensure and assure at programme and institutional level:

(a) **that the College's HE programmes and associated services actively engage with and are informed by the wider HE community, and**
(b) **that students develop and/or augment the attributes necessary for them to pursue an associated career or academic pathway**

Rationale

Currency of a programme is relevant to its marketability and sustainability and can impact on a number of metrics used by HEFCE and OfS and the student academic experience. Given the level of student investment both financially and in terms of opportunity cost, the HE programmes should be clear in design and delivery about the attributes that students are expected to develop at each level and by the end of their programme. Principle 10 is also informed by or complements Principles 5 and 8 of this strategy.

Objective 10

(a) identify and engage with a range of drivers that are emerging or being used in the wider HE community to ensure and assure currency, including, but not limited to best practice, up-to-date benchmarks and innovation;
(b) identify the range of attributes students are expected to develop at each level of the programme and by the end of it and use this to review and align the design and delivery of the programme to ensure that students develop the expected attributes. (These attributes are to be informed by a range of internal and external stakeholder expectations.)

Objective 10 will be achieved by:

- identifying the wider HE community relevant to each academic framework (applying cross-cutting themes, as per Principle 2 of this strategy), department, programme area or programme
- seeking opportunities to learn from, engage with or contribute to the wider HE community (this can complement Principles 5, 7 and 9)
- reviewing the scope of the student experience (this complements Principles 4, 5(a), (h), (i), (l), 7, 9)
- exploring and learning from successful models of graduate attributes used by HEIs to inform programme design, teaching, learning, assessment and student and staff development.

Glossary

Acronym or abbreviation	Full title and/or examples
AMR	Annual Monitoring and Review (e.g. ARCs, AMEC, APMR)
(HEFCE) APR	Annual Provider Review
ESG (2015)	Standards and Guidelines for Quality Assurance in the European Higher Education Area
FEC	Further Education College
HAR	HEFCE Assurance Review
QAA HER	Quality Assurance Agency Higher Education Review
HEA	Higher Education Academy
HEC	Higher Education Committee
HEFCE	Higher Education Funding Council for England
OFFA	Office for Fair Access
OfS	Office for Students
QAA QRV	Quality Assurance Agency Quality Review Visit
SED	Self-Evaluation Document
(HEFCE) TEF 2	Teaching Excellence Framework

HE Enhancement and Continuous Improvement annual implementation plan 2017[3]

Principle	Objective	Action	Success indicators	Start time	Finish time	Responsibility	Milestones	Progress check	impact
5(a), (d)	5(a), (d)	Agree institutional level templates at BTEC HE Quality Forum meeting(s) and present to HEC for approval.	Said templates approved at HEC.	May 2017	May 2017	Interim Head of HE Development and Delivery, HN Programme Leaders.	May 2017		
			Said templates applied at institutional level.	July 2017	November 2017		September 2017		
7	7	Use the post-EE action plans and Good Practice and Enhancement templates to identify emerging good practice, good practice and innovation and further improvements to the same. Progress on these is to be monitored and evaluated at an institutional level through programme boards and HEC.	Subsequent EE reports confirm innovation and good practice.	May 2017	October 2017	Programme Leaders, Interim Head of HE Development and Delivery, Head of Academic Standards, Validation and Quality HE	July 2017		
		Undertake a review of all existing HE programmes by populating a graduate attributes proforma and then using it to review the currency, relevance and marketability of HE programmes in relation to the College's stakeholders.	Graduate attributes proforma designed and approved by HEC	June 2017	July 2017	Dean of HE, Interim Head of HE Development and Delivery, Programme Leaders	N/A		
			Engagement of existing students in the process	June 2017	March 2018	Programme Leaders	September 2017		
							January 2018		
			Re-alignment or confirmation of programme fit with stakeholders' expectations through feedback mechanisms	September 2017	May 2018	Heads of Department, Programme Leaders	January 2018		

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[3] This implementation plan is updated on an adhoc basis and presented to HEC accordingly for approval or monitoring.

Principle	Objective	Action	Success indicators	Start time	Finish time	Responsibility	Milestones	Progress check	impact
			Positive impact on student recruitment						
5(I)	5 (a)	Alignment of two targets to HEFCE APR 2016-17 benchmarks	Updated targets accepted by OFFA.	May 2017	On-going	Dean of HE	April 2018		
		Fee increase of £500 per year across all full-time programmes and pro-rata across part-time programmes, with the exception of BA (Hons) Costume Construction, applicable to new entrants in 2018-19. This fee increase has been ring-fenced for re-investment into improving the programme or student academic experience. This forms part of a resourcing model.	Effective allocation of ring-fenced monies to improving the programme or student academic experience.	May 2017	On-going	Dean of HE	September 2018		
10	10 (a)	Participate in the research being undertaken by HEFCE relating to *HEFCE's review of models of support for disabled students in higher education*	Participation in Phase 1 case studies, gathering further information and good practice.	May 2017	TBC	Additional Learning Support Manager	N/A		