

Recommendation, affirmation or good practice	Action to be taken	Date for completion	Action by	Success indicators	Planned evaluation / Expected outcome of evaluation
Recommendations					
1. map programme learning outcomes to assessment and define the local context of the Pearson programmes according to Pearson's requirements (Expectations A2.2 and C)	<ul style="list-style-type: none"> Update current Pearson programme specification templates, with sections covering mapping of learning outcomes for each selected unit to assessment criteria, merit and distinction grade descriptors, selected indicative characteristics and assessment method and a section outlining the local context (including student demographic, local progression pathways and employment / career pathways on completion). 	June 2016	Interim Head of HE Dev & Del	Updated templates	<p><u>Planned evaluation:</u> Submit updated Programme Specification to Pearson (centrally and otherwise)</p> <p><u>Expected outcome of evaluation:</u> Positive feedback from Pearson:</p> <ul style="list-style-type: none"> Central HN quality unit EE reports QMR <p><i>Conclusion:</i> meets Pearson expectations for programme specifications in full.</p>
	<ul style="list-style-type: none"> Provide training on the above to programme leaders as part of the BTEC HE Quality Forum 	June 2016	Interim Head of HE Dev & Del	Programme leaders clear on work to be carried out.	
	<ul style="list-style-type: none"> Programme leaders complete said sections 	July 2016	Programme leaders	Completed sections.	
	<ul style="list-style-type: none"> Review said completed sections and finalise 	July 2016	Interim Head of HE Dev & Del	Sections ready for submission to Pearson	
	<ul style="list-style-type: none"> Submit to senior quality assurance staff at Pearson for feedback 	August 2016	Interim Head of HE Dev & Del	Positive feedback	
2. ensure the organisational structures and processes maintain effective institutional oversight of recruitment and retention (Expectation B2)	<ul style="list-style-type: none"> Change the name of the Higher Education and Recruitment Task Group (HERTG) to Higher Education Recruitment and Retention Task Group (HERRTG) 	<i>All terms of reference drafted:</i>	All terms of reference drafted by Interim Head of Dev. & Del.	All terms of reference updated.	<p><u>Planned evaluation:</u> Monitor the effectiveness of HERRTG meetings, outputs (eg. meeting minutes and actions) and follow-up on actions, reporting accordingly to HEC.</p> <p><u>Expected outcome of evaluation:</u> Timely, proportionate and prioritised actions and progress on actions from HERRTG meetings reported to HEC for further consideration or oversight. Any matters requiring SLT or cross-College action identified and indicated as an action in HEC meetings.</p> <p><i>Conclusion:</i> HERRTG adopts a robust and timely approach to identifying, analysing and considering strategies to resolve recruitment and retention issues, reporting findings to a wider audience as necessary.</p>
	<ul style="list-style-type: none"> Strengthen HERRTG terms of reference to include analysis of student recruitment, conversion and retention and emerging good practice and enhancement in relation to these. 	June 2016	Approval arrangements for change in terms of reference:	Greater programme level scrutiny of student recruitment, conversion and retention by HERRTG and Programme Boards (reflected in minutes and actions).	
	<ul style="list-style-type: none"> HERRTG to provide Programme Boards with up-to-date student recruitment and retention data in order to increase oversight and timely actions. 	<i>Approval and implementation:</i>	HERRTG by HEC	Greater oversight of, strategic response to and effective risk assessment of student recruitment, conversion and retention (and other data, where relevant, by CQC).	
	<ul style="list-style-type: none"> HERRTG to provide a range of information relating to recruitment and retention at regular intervals to the Higher Education Committee (HEC). 	July-Sept 2016			
	<ul style="list-style-type: none"> HEC terms of reference to be updated to include: <ul style="list-style-type: none"> oversight of student recruitment, conversion, retention and examination of market demand / conditions for student recruitment. keeping the Audit & Risk Committee informed of recruitment and retention which is below target so as to analyse risk and update the College's risk register. 		HEC: itself		
	<ul style="list-style-type: none"> Update Academic Board terms of reference to include: <ul style="list-style-type: none"> an oversight of and provide a strategic response to existing and emerging trends or issues and opportunities in student recruitment and retention to report any issues in student recruitment and retention (not already identified and reported by the HE Committee) to the Audit and Risk Committee. 		Academic Board: itself		
				<p><u>Planned evaluation:</u> End of year evaluation by the Academic Board (as part of a meeting agenda item and copies of HEC meeting minutes and a brief report) of HEC's approach to oversight of student recruitment, conversion, retention and related matters and potential / actual impact.</p> <p><u>Expected outcome of evaluation / conclusion:</u> HEC adopts a proportionate, timely and effective oversight of and response to student recruitment, conversion and retention.</p>	
				<p><u>Planned evaluation:</u> Brief end-of-year report from Academic Board to CQC concerning operation of said new terms of reference (if applied in that period – otherwise a note on their currency and any updates required due to internal or external drivers).</p> <p><u>Expected outcome of evaluation / conclusion:</u> Academic Board adopts a proportionate, timely and effective oversight of and strategic response to emerging trends or issues and opportunities relating to student recruitment and retention (if reported) or has the capacity to (if no reports submitted to it during the year).</p>	

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	<ul style="list-style-type: none"> Update Curriculum & Quality Committee (CQC) terms of reference to include regular monitoring and review of HE student recruitment, conversion, retention and success rates, attendance levels, progression, destinations (DLHE) and LEO data (once implemented) against set targets (where applicable). 		Curriculum & Quality Committee: itself		<p><u>Planned evaluation:</u> Brief end-of-year report from CQC to Board of Governors concerning operation of said new terms of reference.</p> <p><u>Expected outcome of evaluation / conclusion:</u> CQC adopts a proportionate, timely and effective monitoring and review of HE student recruitment, conversion, retention and success rates, attendance levels, progression and destinations data.</p>
3. take deliberate steps to engage all students in the assurance and enhancement of their educational experience (Expectation B5)	<ul style="list-style-type: none"> Update Programme Boards to deal with one programme per meeting only instead of 2 or more programmes together. 	August 2016	Interim Head of HE Dev & Del	More focused qualitative responses and actions / monitoring of actions.	<p><u>Planned evaluation:</u> Interim Head of HE Development and Delivery to report back to HEC on emerging issues and good practice, potential enhancement and operation of the Programme Board meetings and related processes on a termly basis.</p> <p><u>Expected outcome of evaluation / conclusion:</u> Wider issues, good practice or potential enhancement identified / considered during the Programme Board process are systematically reported to HEC (or in the case of enhancement, indirectly through the minutes of the Enhancement Task Group), thereby increasing institutional oversight of annual monitoring and review of programmes. This is supplemented by special meetings of HEC (see item 6 below).</p>
	<ul style="list-style-type: none"> Increase number of student reps at 'staff & student' Programme Boards and rotate those attending to ensure all student reps across all years per programme have attended in an academic year. 	August 2016	Programme Leaders	Increased number of students improves quality of feedback and suggestions, encourages greater involvement and raises awareness of quality assurance amongst student body.	<p><u>Planned evaluation:</u> Monitor student contribution / comment at Programme Boards, HEC, Academic Board, CQC and other meetings (primarily through meeting minutes) and during pre- staff and student Programme Board meeting stage (via completed templates).</p>
	<ul style="list-style-type: none"> During 'staff & student' Programme Boards, increase student feedback and involvement on agreeing actions arising from EE reports, ARCs, tracking actions from ARCs (mid-year review), discussing programme design, delivery and enhancement opportunities during 'staff & student' meetings. 	August 2016	Interim Head of HE Dev & Del	Students have greater ownership of their learning, proposed improvements and enhancement. This should improve quality of provision, meet particular student learning needs and ought to reflect positively in internal and NSS survey results.	<p><u>Expected outcome of evaluation / conclusion:</u> Increased and active student engagement, involvement and contribution informs relevant aspects of quality assurance oversight and processes at programme, department and institutional level.</p>
	<ul style="list-style-type: none"> Increase the number of student reps attending and rotate those attending each HEC, Academic Board and CQC meeting, in addition to having a permanent senior student rep attending each meeting. 	September 2016	TBC		
	<ul style="list-style-type: none"> Increase involvement of student reps in commenting on or evaluating relevant agenda items, with documents or information provided prior to the meeting to ensure student reps arrive fully prepared. 	September 2016	TBC	More focused responses in meetings, reflected in actions and meeting minutes.	
	<ul style="list-style-type: none"> Involve student reps on task and finish groups, as appropriate, and increase involvement in forums, as appropriate. 	September 2016	TBC	Increase student ownership of strategies, policies and procedures, thereby increase relevance.	
	<ul style="list-style-type: none"> Consult and involve a representative sample of students when drafting strategies and policies that directly impact on them, such as elements of the HE Strategy (currently being revised), the HE Work Placement and Practice Learning Policy (currently being drafted), HE Teaching, Learning and Assessment Strategy (to be 	September 2016	Interim Head of HE Dev & Del Heads of Department Programme Leaders	Students benefit from strategies, policies and procedures they can engage with, since better contextualised to their needs. Should, over time, improve student	

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	drafted) and overarching institutional SED of all HE provision (template to be designed)			satisfaction and the student experience.	
4. ensure meeting minutes consistently record decisions and actions to aid effective institutional oversight, monitoring, and evaluation of provision (Expectation C).	<ul style="list-style-type: none"> Review and revise meeting minutes templates, where relevant, to ensure that templates are fully aligned to items being considered (e.g. HERRTG, Programme Boards). Allocate admin resources to take minutes wherever possible. Undertake review of draft minutes with participants for accuracy and SMART targets / actions. Finalise minutes before next meeting. 	August 2016	Chairs and Interim Head of HE Dev & Del	Reduced gaps in sections of meeting minutes.	<p><u>Planned evaluation:</u> When receiving meeting minutes HEC reviews minutes of meetings for completeness by default (i.e. scrutiny highlights any unexplained gaps).</p> <p><u>Expected outcome of evaluation / conclusion:</u> Completed meeting minutes of HE related forums, boards, sub-committees and committees are detailed and completed in full, with evidence of follow-up in the template or subsequent meetings. Any additional or continuation meetings are clearly indicated (e.g. with different coloured text for each meeting).</p>
5. ensure consistent levels of detailed and developmental feedback are provided to all students in a timely manner (Expectation B6)	<ul style="list-style-type: none"> Detailed assessment schedules, with formative feedback timing published, monitored and evaluated at programme and department level, including students' comment on the same at each 'staff and student' Programme Board. 	September 2016	Programme Leaders Heads of Department Interim Head of HE Dev & Del Head of HE Academic Standards, Val, Qual.	Detailed assessment and feedback schedules published for all HE programmes. Student reps. comment favourably on quality and timing of developmental feedback in 'staff and student' Programme Boards.	<p><u>Planned evaluation:</u> Review of feedback provided by students during pre-Programme Board meeting in <i>Student feedback evaluation and suggestions – pre-Programme Board meeting proforma</i> for terms 1 & 2.</p> <p>Post-EE action plan requires engagement with NSS outcomes, including questions related to 'Assessment and Feedback' section of NSS and where feedback has been identified as an issue in EE reports. EE reports are partially pre-populated by the Head of HE Development and Delivery and followed-up prior to and during Programme Boards to ensure all aspects of the EE report are considered and responded to.</p> <p>Analysis of the outcomes generated from a modified software solution that tracks the timing of feedback to students.</p>
	<ul style="list-style-type: none"> Programme leaders to sample HE programmes for quantity, quality and timeliness of formative feedback and report back to all 'staff only' Programme Boards. 	October 2016	Programme Leaders Head of HE Academic Standards, Val, Qual.	Programme leaders formally report back on sampled developmental feedback and any issues are action-planned and resolved by the next meeting of the Programme Board.	
	<ul style="list-style-type: none"> Closer monitoring of external examiner reports and ARCs through Programme Boards to ensure any issues, including quality and timeliness of feedback, are investigated and action-planned accordingly. 	October 2016	Interim Head of HE Dev & Del Head of HE Academic Standards, Val, Qual.	Positive feedback on this aspect of the internal student surveys and NSS, as well as subsequent external examiner reports where it was previously highlighted as an issue.	
	<ul style="list-style-type: none"> This aspect, together with others, will be examined as part of an institutional action plan in response to NSS (see no.13 below). 	December 2016	Interim Head of HE Dev & Del Head of HE Academic Standards, Val, Qual.		<p><u>Expected outcome of evaluation / conclusion:</u> A range of monitoring systems assure the quantity and quality of developmental feedback and that it is provided within published deadlines.</p>
6. ensure the processes for programme monitoring effectively track the progress of actions to maintain effective oversight of higher education provision (Expectation B8).	<ul style="list-style-type: none"> Restructure Programme Boards: <ul style="list-style-type: none"> to focus on one programme at a time per meeting to include a fixed agenda at relevant points in the academic year to discuss and agree actions to external examiner reports, finalise ARC action plans and good practice and enhancement template for submission for further scrutiny to HEC to undertake mid-year monitoring of ARCs and associated aspects, such as external examiner reports and good practice and enhancement templates. These are to be submitted for further scrutiny to HEC the above will be initially discussed and agreed at 'staff only' Programme Boards and subsequently at 'staff and student' Programme Boards in order to increase critical reflection on planned actions or additional actions that staff have missed. Students to be provided with meeting minutes of 'staff only' Programme Boards and related documentation well in advance of attending the 'staff and 	August 2016	Interim Head of HE Dev & Del Head of HE Academic Standards, Val, Qual. Information Services Manager HE	<p>More effective Programme Boards, with a higher standard of qualitative responses, SMART and focused actions and follow-up / monitoring of actions.</p> <p>Actions are completed in a timely manner, with minimum carry-over of actions.</p>	<p><u>Planned evaluation:</u> On-going monitoring of operation of the new Programme Board structure and output from the same reported to HEC, with any revision to the structure agreed at HEC.</p> <p><u>Expected outcome of evaluation / conclusion:</u> On-going monitoring and review of operation of and output from Programme Boards at HEC demonstrate accurate and complete minuting, with monitoring of Post-EE action plans, Good Practice and Enhancement template, annual monitoring and review reports (mainly mid-year review and end-of year evaluation of action plans in the same), SMART actions, follow-up and closure of actions.</p>

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	student' Programme Boards, so as to increase scrutiny and evaluation during 'staff and student' Programme Boards.				
	<ul style="list-style-type: none"> Gain approval for update to above terms of reference and associated templates from HEC. 	August 2016	Interim Head of HE Dev & Del	Focused, evaluative meeting minutes, with effective actions and monitoring / follow-up. Reduced level of carry-over of actions.	
	<ul style="list-style-type: none"> Update HEC terms of reference to include 4 special meetings (bringing annual meetings to 10) at relevant points in the year for: <ul style="list-style-type: none"> evaluating and reviewing action plans agreed at Programme Boards relating to EE reports evaluating and reviewing ARCs and associated good practice and enhancement templates mid-year monitoring of progress on actions identified in ARCs and good practice and enhancement template after consideration at Programme Boards. <p>(this action is identical to the one included in point 7 below)</p>	June/July 2016	Interim Head of HE Dev & Del		<p><u>Planned evaluation:</u> A report is presented to the Academic Board to demonstrate the operation of the special meetings and any lessons learned or updates made to the same.</p> <p><u>Expected outcome of evaluation / conclusion:</u> The Academic Board is satisfied with the increased institutional level monitoring and scrutiny of the annual monitoring and review reports and associated documentation. The documentation demonstrates robust scrutiny and/or internal peer review by the Head of HE Development and Delivery and the Head of HE Academic Standards, Validation, Quality, together with further scrutiny by the Vice Principal for Curriculum and Quality.</p>
	<ul style="list-style-type: none"> Provide training and support to programme leaders and departments when initially drafting ARCs (UoE template refreshed in July 2016). 	July-Sept. 2016	Interim Head of HE Dev & Del Head of HE Academic Standards, Val, Qual.	Improved range and quality of actions and content. Full and timely engagement with ARCs.	<p><u>Planned evaluation:</u> Training provided on a one-to-one or group basis on-demand as annual monitoring and review templates are completed for UoE, UAL and Pearson</p> <p><u>Expected outcome of evaluation / conclusion:</u> There is sufficient evidence of training and/or support provided:</p> <ul style="list-style-type: none"> through written feedback / annotation from Head of HE Development and Delivery and the Head of HE Academic Standards, Validation, Quality to Post-EE action plans and Good Practice and Enhancement template before, during or after Programme Boards from the first draft to final draft of annual monitoring and review reports and associated documents.
	<ul style="list-style-type: none"> Design and implement comprehensive Post-EE action plan template to augment ARCs / annual monitoring process for UoE and Pearson provision. 	August 2016		Designed template Pre-population commenced HEC approves template and approach (with examination of an exemplar completed template)	<p><u>Expected outcome of evaluation / conclusion:</u> Scrutiny of Post-EE action plans prior to, during and after Programme Boards and at HEC demonstrate that all aspects of the EE report is considered and appropriately actioned.</p>
	<ul style="list-style-type: none"> Design and implement Annual Programme Monitoring Report (APMR) template for annual monitoring and review of Pearson programmes for 2015-16. APMR template to be published by Pearson in September 2016. This will be adapted / contextualised to the College. 	Aug-Sept 2016	Interim Head of HE Dev & Del	Pearson accepts completed APMR template and does not request changes to it.	<p><u>Planned evaluation:</u> The APMR template is discussed at the BTEC HE Quality Forum before being finalised. The HN Programme Leaders test the template by completing a first draft and provide feedback to the Head of HE Development and Delivery. The template is presented to HEC for final approval.</p> <p><u>Expected outcome of evaluation / conclusion:</u> The APMR template is approved by HEC and its robustness tested during the special meetings of HEC for review of annual monitoring and review reports and related documentation.</p>

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	<ul style="list-style-type: none"> Design, gain approval for and introduce UAL HE Sub-Committee for UAL programmes, in line with UAL requirements. 	Aug-Sept 2016	Interim Head of HE Dev & Del	<p>ToR approved by HEC and positive feedback received from UAL.</p> <p>Minor update to HEC ToR to reference relationship with UAL HE Sub-Committee</p> <p>Fully implemented within quality cycle and monitored systematically by HEC.</p>	<p><u>Expected outcome of evaluation / conclusion:</u> UAL approves the introduction of the UAL HE Sub-Committee for UAL programmes.</p>
7. ensure the committee structure operates effectively to provide institutional oversight with regard to the monitoring and review of academic standards and quality (Expectations A3.3 and A2.1).	<ul style="list-style-type: none"> Restructure Programme Boards to be shorter, more focused and limited to dealing with one programme at a meeting. 	August 2016	Interim Head of Dev. & Del.	Increased student involvement and qualitative information. Focused action points and follow-up / monitoring.	<p><u>Planned evaluation:</u> On-going monitoring of operation of the new Programme Board structure and output from the same reported to HEC, with any revision to the structure agreed at HEC.</p>
	<ul style="list-style-type: none"> Retain 'staff' and 'staff & student' Programme Board format, but increase student feedback and involvement on agreeing actions arising from EE reports, ARCs, tracking actions from ARCs (mid-year monitoring), discussing programme design, delivery and enhancement opportunities during 'staff & student' meetings. 	August 2016	Interim Head of Dev. & Del.	Students engage as 'partners in the assurance and enhancement of their educational experience'.	<p><u>Expected outcome of evaluation / conclusion:</u> On-going monitoring and review of operation of and output from Programme Boards at HEC demonstrate accurate and complete minuting, with monitoring of Post-EE action plans, Good Practice and Enhancement template, annual monitoring and review reports (mainly mid-year review and end-of year evaluation of action plans in the same), SMART actions, follow-up and closure of actions.</p>
	<ul style="list-style-type: none"> Design, gain HEC approval for, and introduce an Enhancement Task Group, which reports programme and department level enhancement initiatives to HEC. 	June/July 2016	Interim Head of Dev. & Del.	See point 8 below.	See point 8 below.
	<ul style="list-style-type: none"> Update HEC terms of reference to include 4 special meetings (bringing annual meetings to 10) at relevant points in the year for: <ul style="list-style-type: none"> evaluating and reviewing action plans agreed at Programme Boards relating to EE reports evaluating and reviewing ARCs and associated good practice and enhancement templates mid-year monitoring of progress on actions identified in ARCs and good practice and enhancement template after consideration at Programme Boards. 	June/July 2016	Interim Head of Dev. & Del.	See point 6 above.	<p><u>Planned evaluation:</u> A report is presented to the Academic Board to demonstrate the operation of the special meetings and any lessons learned or updates made to the same.</p> <p><u>Expected outcome of evaluation / conclusion:</u> The Academic Board is satisfied with the increased institutional level monitoring and scrutiny of the annual monitoring and review reports and associated documentation. The documentation demonstrates robust scrutiny and/or internal peer review by the Head of HE Development and Delivery and the Head of HE Academic Standards, Validation, Quality, together with further scrutiny by the Vice Principal for Curriculum and Quality.</p>
8. systematically identify, implement and evaluate institutional level enhancement initiatives (Enhancement).	<ul style="list-style-type: none"> Draft a new HE Strategy which explicitly embeds enhancement and signposts or cross-references other HE-related strategies with enhancement elements and is aligned to partner organisations' strategies (e.g. UoE Strategic Plan, Education Strategy and UAL Strategic Plan). Draft an associated annual operating plan with SMART milestones, embedding identification and implementation of enhancement elements or additional frameworks to support further identification and implementation of enhancement. 	January 2017	Interim Head of HE Dev & Del	<p>Holistic approach to enhancement and strategic initiatives at institutional level.</p> <p>Partners respond positively to alignment to their strategies.</p> <p>Annual operating plan ensures effective and timely implementation of HE Strategy, making it easier to monitor and evaluate achievements / outputs against milestones.</p>	<p><u>Planned evaluation:</u> HEC reviews the extent to which the draft HE Strategy is informed by validating partner organisation strategies, the current College Strategic Plan and/or strategic priorities and the extent to which it signposts or dovetails to other College HE related strategies and strategic initiatives.</p> <p><u>Expected outcome of evaluation / conclusion:</u> HEC concludes that the HE Strategy is informed by parts of validating partner institution strategies that do not conflict with each other at an institution-wide level (although can be divergent at programme area level), that it complements the College's Strategic Plan and strategic priorities and that it effectively signposts or, where appropriate, dovetails to other</p>

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					institution level strategies and strategic initiatives in place at the College. HEC also concludes that the HE Strategy is an organic document that is capable of regular updates as new validating partners are introduced, other ones are phased out and calibrates itself to relevant changes in the College's other relevant HE strategies and in response to changes in student demographic and curriculum portfolio.
	<ul style="list-style-type: none"> Draft a framework which includes mechanisms and systems for identifying programme and department level good practice and enhancement and provides a clear path through an Enhancement Task Group, boards and committees to take robust and sustainable programme and department level enhancement initiatives to institutional level, ensuring effective scrutiny and evaluation throughout, testing whether the enhancement initiative has the potential to be an institutional level enhancement initiative. 	June 2016	Interim Head of HE Dev & Del	Systematic 'bottom-up' approach / route to new institutional level enhancement initiatives. The initiatives are fully evaluated before progressing to institutional level. All levels of the College are consulted / involved in the evaluation and progression of enhancement initiatives once identified. More effective allocation of resources to viable enhancement initiatives.	<p><u>Planned evaluation:</u> HEC monitors the outcomes of mechanisms that identify programme, department and institutional level enhancements, including, Good Practice and Enhancement template, Programme Boards and Enhancement Task Group.</p> <p><u>Expected outcome of evaluation / conclusion:</u> It is demonstrated during reporting to HEC that individually or collectively Good Practice and Enhancement templates, Programme Boards and Enhancement Task Group systematically identify programme, department and institutional level enhancement and/or approaches that have the capability of doing so.</p>
	<ul style="list-style-type: none"> Draft the terms of reference and outline membership of an HE Enhancement Task Group, which will report to HEC (membership is likely to be on a co-opted basis due to the nature of the matters being examined). 	June 2016	Interim Head of HE Dev & Del	Clear remit.	
	<ul style="list-style-type: none"> Seek approval for the HE Enhancement Task Group from HEC 	July 2016	Interim Head of HE Dev & Del	Approval gained.	
	<ul style="list-style-type: none"> Update HEC terms of reference to include discussion of reports presented by the HE Enhancement Task Group and, where viable, the enhancement initiative identified is referred to the Academic Board and CQC for further discussion and decision. 	July 2016	Interim Head of HE Dev & Del	Robust and systematic approach to identifying, evaluating and referring enhancement initiatives to a strategic level at the College.	
	<ul style="list-style-type: none"> Embed and, where relevant, cross-reference with other policies and strategies, enhancement related elements in the following documents: 				
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> HE Student Support Strategy (cross-reference and support enhancement element of work placement and practice learning in HE Work Placement and Practice Learning Policy (see 'other' below) 	September 2016	Interim Head of HE Dev & Del	Enhance existing student support practices and achieve good practice in implementation of the HE Work Placement and Practice Learning Policy.	
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Draft the remit for and agree the membership of a HE Teaching, Learning and Assessment Forum, which will, like the HE Student Support Forum, identify pockets of good practice across HE programmes and involve academic and non-academic staff in informing a HE Teaching, Learning and Assessment Strategy 	September 2016	Interim Head of HE Dev & Del Others (TBC)	Existing pockets of good practice across programmes are combined into a document which seeks to further improve good practice and lead to institutional level enhancement through implementation of the HE Teaching, Learning and Assessment Strategy.	
	<ul style="list-style-type: none"> <ul style="list-style-type: none"> Strengthen the identification and monitoring of current and emerging good practice and enhancement elements at programme level through Programme Boards and action plan sharing of good practice, where relevant, at department level and further improvements to good practice 	July 2016	Interim Head of HE Dev & Del	Cultivation of good practice to further improvement, sharing of good practice across the department and further improvements / enhancement.	

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	<ul style="list-style-type: none"> Update HERRTG terms of reference to include identification of enhancement in student recruitment, conversion and retention. 	June 2016	Interim Head of HE Dev & Del	Improve conversion rates and contribute to increased retention rates.	<p><u>Planned evaluation:</u> A report is drafted by CQC for Board of Governors to consider the effectiveness of the final stages of adoption, implementation and subsequent evaluation of institutional level enhancement strategies (including reference to a 'bottom-up' approach via the Programme Board, Enhancement Task Group and HEC, as well Forums (such as the Teaching, Learning and Assessment Forum) and a 'top-down' approach (such as the revised HE Strategy).</p> <p><u>Expected outcome of evaluation / conclusion:</u> The report to CQC demonstrates the effective and systematic operation of the final stages of identification, adoption and implementation of enhancement strategies and their subsequent evaluation.</p>
	<ul style="list-style-type: none"> Update terms of reference of: <ul style="list-style-type: none"> HEC (see points 6 & 7 above) 	June 2016	Interim Head of HE Dev & Del		
	<ul style="list-style-type: none"> Academic Board terms of reference to include discussion of reports from HEC relating to enhancement and consider their viability before referring to CQC for determination and recommendation (in accordance with Article 3(1)(b) of the Articles of Government) 	June 2016	Interim Head of HE Dev & Del	Final assessment of viability of enhancement initiative as an institutional level enhancement initiative. Should result in a sustainable approach to institutional level enhancement.	
	<ul style="list-style-type: none"> CQC terms of reference to include determination and recommendation to the Board of the College's Quality Strategy relating to institutional level HE-related enhancement initiatives and HE Strategy and associated annual operating plan. 	June 2016	Interim Head of HE Dev & Del		
	<ul style="list-style-type: none"> Seek approval for the above. 	July-Oct. 2016	Interim Head of HE Dev & Del	Further emergence of enhancement and evidence of impact.	
	<ul style="list-style-type: none"> Design and introduce a comprehensive good practice and enhancement template contextualised to UoE, UAL and Pearson provision, including alignment / reference to specific UoE and UAL institutional level strategies and related strategies, identifying good practice that has potential to be rolled-out at institutional level as an enhancement initiative (such good practice to be initially considered by the Enhancement Task Group) 	Aug-Sept 2016	Interim Head of HE Dev & Del	HEC approves new template. Good practice identified and cross-referenced to selected aspects of UoE and UAL strategies, which have the potential to be rolled-out as institutional level enhancement initiatives. Initial consideration of the same at the Enhancement Task Group.	
Affirmations					
9. The steps taken to strengthen management oversight of placement learning through the appointment of a placement coordinator (Expectation B10).	<ul style="list-style-type: none"> Underpin work placements and practice learning with a detailed policy that is fully contextualised to all HE programmes that are involved in work placements and practice learning (including an enhancement section). Ensure that the policy is informed by all relevant external reference points, including, but not limited to, the Quality Code, UoE and UAL requirements, HEFCE Assurance Review (HAR) indicators, professional standards and consults and involves relevant stakeholders. 	June-Sept. 2016	Interim Head of HE Dev & Del	The policy document is accessible to all. Anyone involved in placements can use the policy document in planning and oversight of placements, with a clear understanding of the differences in placements across programmes.	<p><u>Expected outcome of evaluation / conclusion:</u> HEC confirms that the operation of the HE Work Placement and Practice Learning Policy, together with the Coordinator roles, increase effective oversight of placement learning.</p>
	<ul style="list-style-type: none"> Develop a strategy related to HE work placements and practice learning and embed within a new HE Strategy. 	January 2017	Interim Head of HE Dev & Del	Clear vision on phased developments of practice learning model / approach / building-in additionality.	
	<ul style="list-style-type: none"> Programme leaders to provide robust induction and support to the HE Work Placement and Practice Learning Coordinator role or HE Work Placement Coordinator and HE Practice Learning Coordinator roles (assuming 2 x 0.5 posts). 	TBC	Programme Leaders Heads of Department	Increased quantity and quality of placements generated and improved quality assurance of placements.	

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Good practice					
10. The integrated student support which facilitates the development of students' academic, personal and professional potential (Expectation B4).	<ul style="list-style-type: none"> Continue to underpin and further develop implementation of the HE Student Support Strategy with project plans that include clear milestones, expected outcomes and an assessment of their impact. Ensure these are effectively monitored, evaluated and reviewed by the HE Student Support Forum. 	On-going	HE Student Support Forum	Several projects successfully undertaken, with clear evidence of evaluation and impact.	<p><u>Planned evaluation:</u> HEC receives reports and/or minutes of meetings from the HE Student Support Forum. HEC considers and evaluates over time the effectiveness of steps taken to implement, monitor and evaluate HE Student Support Strategy through, but not limited to, project plans and underpinned by the HE Student Support Forum, as well as the monitoring and evaluation through the HE Student Support Forum of the impact on student support and enhancement at programme, department and institutional level and any proposed changes to the HE Student Support Strategy.</p> <p><u>Expected outcome of evaluation / conclusion:</u> HEC confirms the effectiveness of the implementation of the HE Student Support Strategy, with a continued positive impact on students' academic, personal and professional potential, contribution to programme, department and institutional level enhancement, as well as the monitoring and evaluation via HE Student Support Forum, that encourages continuous improvement to the content and operation of the HE Student Support Strategy.</p>
	<ul style="list-style-type: none"> Further integration of the HE Student Support Forum, including, but not limited to, informing support aspects of the HE Work Placement and Practice Learning Policy and its implementation. 	On-going	Interim Head of HE Dev & Del TBC	Export good practice in student support to placements. Students with additional support needs are better supported during placements.	
	<ul style="list-style-type: none"> Provide an induction to the HE Work Placement and Practice Learning Coordinator(s) or its equivalent role(s) on student support elements relevant to placements. 	On-going	HE Student Support Forum	Clearer focus on embedding student support needs when identifying, sourcing and quality assuring placements and placement providers.	
Other					
11. The College confirmed that there is no process for the overall self-assessment of its higher education provision as each awarding body and organisation has 'very distinct approaches to partner monitoring and review'. (Expectation A3.3)	<ul style="list-style-type: none"> As in point 8 above: Draft a template for an Institutional HE SED and associated action plan, which includes evaluation of the effectiveness and impact of enhancement initiatives at programme, department and institutional level. 	January 2017	Interim Head of HE Dev & Del	Completed template design.	<p><u>Planned evaluation:</u> HEC will critically review the HE SED template, taking into account where relevant the quality assurance indicators being introduced by HEFCE Assurance Review (HAR), relevant aspects of the QAA HER report and this action plan, the quality assurance and related contractual obligations of validating partner institutions and the extent to which these have been contextualised to the College's own quality assurance and strategic priorities, as well as the capability of the HE SED template to be an 'organic' document, being flexible and responsive to a rapidly changing quality assurance environment. HEC will also consider the robustness of the associated action plan template and the extent to which it promotes, monitors and evaluates continuous improvement (whether it is at institutional level or informed by department or programme level continuous improvement mechanisms, such as the Post-EE action plan, Good Practice and Enhancement template).</p> <p>HEC will evaluate implementation through consideration of draft reports and associated robust action planning that are underpinned by reference to a sufficiently secure evidence base (or triangulation of the same where this is not the case). Such evaluation may require updating of the HEC terms of reference to include an additional special meeting of HEC, with a smaller membership for the said meeting.</p> <p><u>Expected outcome of evaluation / conclusion:</u> The HE SED template structure has the capability of being informed by a range of internal and external indicators and</p>
	<ul style="list-style-type: none"> Implement the Institutional HE SED, reflecting on the Annual Monitoring and Review (AMR) reports (e.g. ARC, AMEC, APMR) completed for 2015-16. Identify and action plan enhancement themes and/or take further steps where these have already been identified and progressed through the AMR reports or other systems / processes. 	February 2017	Interim Head of HE Dev & Del Head of HE Academic Standards, Val, Qual. Programme Leaders Heads of Department	Underpinning provided to institutional level enhancement initiative. Institutional level and holistic evaluation of HE provision (not limited to any one academic framework).	

Recommendation, affirmation or good practice	Action to be taken	Date for completion	Action by	Success indicators	Planned evaluation / Expected outcome of evaluation
					drivers at programme, department and institutional level and critically reflecting on the same in order to drive planning of continuous improvement and an action plan template that assures effective monitoring, follow-up, review and evaluation of continuous improvement, focusing on the full range: from improvement to enhancement.
12. There was no indication of the strategic priorities for the year. (Expectation A3.3)	<ul style="list-style-type: none"> Identify strategic priorities, based on an annual operating plan associated to the new HE Strategy. 	April 2017	Interim Head of HE Dev & Del	Strategic priorities identified.	
13. Despite the College's falling NSS satisfaction rates, and the UoE's position to pause further validations until the NSS scores improve that this has not been addressed in a formal institutional action plan. (Expectation A3.3) there is no tangible plan to demonstrate how the overall NSS rate would be increased at institutional level (Expectation B6)	<ul style="list-style-type: none"> Draft an institutional level action plan to address issues with NSS satisfaction rates. 	February 2016	Interim Head of HE Dev & Del Head of HE Academic Standards, Val, Qual.	Positive feedback from UoE.	
	<ul style="list-style-type: none"> Implement and monitor the institutional level action plan to address issues with NSS satisfaction rates. 	March 2017	Interim Head of HE Dev & Del Head of HE Academic Standards, Val, Qual.		
	<ul style="list-style-type: none"> Post-EE action plan includes a section expecting comments from programme leaders on 2016 NSS published results. To be scrutinised at updated Programme Boards. 	August 2016	Interim Head of HE Dev & Del Head of HE Academic Standards, Val, Qual.	Qualitative information provided for scrutiny at an early point in the quality cycle.	
14. There is no evidence of formalised external input into the design of higher national programmes, other than from Pearson itself (Expectation A3.4).	Undertake meetings of the BTEC HE Quality Forum to explore opportunities for external input to the design of HNs.	Sept - Nov 2016	Interim Head of HE Dev & Del HN Programme Leaders	Opportunities for external input identified.	
15. external examiner comments have not routinely been referenced in the agendas or minutes of meetings related to ARCs (Expectation A3.4)	<ul style="list-style-type: none"> See points 6 & 7 above. 				
16. Feedback from applicants on the recruitment process is also gathered by the College, and information which HERTG receives. However, there is no evidence to indicate this information is used for enhancement (Expectation B2).	<ul style="list-style-type: none"> See point 2 above. 				
17. The College does not have a formal strategy for developing student engagement and there are no plans to introduce such a strategy in the future (Expectation B5).	<ul style="list-style-type: none"> Embed strategies to engage students as part of the new HE Strategy. 	March 2017	Interim Head of HE Dev & Del	Strategic approach to student engagement articulated in HE Strategy.	
18. The review team found evidence which indicated that only half the student body had ever heard of Programme Boards (Expectation B5)	<ul style="list-style-type: none"> Raise awareness of student engagement activities, quality assurance systems, including Programme Boards, as part of induction. 	September 2016	Interim Head of HE Dev & Del Head of HE Academic Standards, Val, Qual. Programme Leaders Heads of Department	<ul style="list-style-type: none"> Increased student involvement and attendance in quality assurance activities, including Programme Boards and other boards and committees. 	

Recommendation, affirmation or good practice	Action to be taken	Date for completion	Action by	Success indicators	Planned evaluation / Expected outcome of evaluation
19. The role of students at Programme Boards was to provide feedback rather than engage as partners in the quality assurance process (Expectation B5)	<ul style="list-style-type: none"> Increase student involvement at Programme Boards in the restructured format. 	September 2016	Interim Head of HE Dev & Del Programme Leaders	Minutes reflect increased student comments resulting in new actions.	
20. while students are invited to attend meetings of the Academic Board, they are not considered full members (Expectation B5)	<ul style="list-style-type: none"> Review the viability of making student reps full members. 	September 2016	TBC		
21. drafts of ARCs seldom evaluate the impact of student engagement, and in most cases, entirely omit data from questionnaires and the higher education student survey (Expectation B5).	<ul style="list-style-type: none"> Include evaluation of the impact of student engagement in mid-year review of annual monitoring and review reports (i.e. ARCs, APMR, AMEC) and data from HE student surveys. <p>See new item added in August 2016 at 13 above.</p>	March 2016	Interim Head of HE Dev & Del Head of HE Academic Standards, Val, Qual.		
22. those Programme Boards where students are in attendance do not discuss and monitor progress on actions from the ARC (Expectation B6).	<ul style="list-style-type: none"> See point 3 above. 	September 2016			
23. As part of the review of Pearson processes, the College is piloting a 'comprehensive assessment schedule' (Expectation B6)	Fully roll-out the 'comprehensive assessment schedule', with any updates following Pearson quality assurance requirements published in September 2016.	September 2016	Interim Head of HE Dev & Del	Positively received at QMR visit.	
<p>24. The College does not have an enhancement strategy (Enhancement).</p> <p>The College does not identify strategic enhancement priorities on a year-on-year basis and there is no development plan to demonstrate enhancement-led activities at institutional level (Enhancement).</p> <p>In the absence of an annual strategic-level self-assessment review process for higher education (see paragraph 1.45) which might present the opportunity to agree enhancement-led initiatives and priorities, it is difficult to establish how the individual examples of enhancement come together to provide an overall higher education perspective in a systematic and</p>	<ul style="list-style-type: none"> See point 8 above. See points 7 & 8 above. See points 7 & 8 above. 				

Recommendation, affirmation or good practice	Action to be taken	Date for completion	Action by	Success indicators	Planned evaluation / Expected outcome of evaluation
planned manner at provider level as there is little evidence of a coherent approach at institutional level (Enhancement).					
25. The review team heard examples from teaching staff of individual enhancements to the learning experience, including 'students as teachers' and the embedding of employability into the curriculum within their programmes. There is no evidence of these being actively shared across the higher education community (Enhancement)	<ul style="list-style-type: none"> See points 7 & 8 above. 				
26. the team were not presented with coherent evidence as to how The Learning Framework is informing the enhancement of higher education learning opportunities (Enhancement).	<ul style="list-style-type: none"> Draft the remit for and agree the membership of a HE Teaching, Learning and Assessment Forum, which will, like the HE Student Support Forum, identify pockets of good practice across HE programmes and involve academic and non-academic staff in informing a HE Teaching, Learning and Assessment Strategy (restated from point 8 above). 	October 2016	Interim Head of HE Dev & Del		
27. The recent introduction of the BTEC Higher Education Quality Forum and the Higher Education Support Forum are beginning to provide the avenues for the sharing of good practice at institutional level. Both are still in the early stages of development and no clear impact can be demonstrated yet (Enhancement).	<ul style="list-style-type: none"> Continue to develop and further utilise these forums and introduce new ones to inform enhancement initiatives (see points 7 and 8 above). 	On-going	Interim Head of HE Dev & Del		