



QAA Higher Education Review – Action Plan

Recommendation	Action	Responsibility
<p>Strengthen the processes for design, development and approval of Pearson programmes (Expectation B1)</p>	<p>The College has considered and discussed the processes for the design, development and approval of Pearson programmes and delegated responsibility for this to the Higher Education Academic Board. The following Terms of Reference for the Higher Education Academic Board have been drawn up to ensure a more robust process.</p> <p>TERMS OF REFERENCE</p> <p>The Higher Education Academic Board has overall academic oversight of and is responsible for the ongoing monitoring and development of all HE provision for which it has been assigned responsibility and has the following terms of reference.</p> <ul style="list-style-type: none"> • To monitor the quality of the Programme(s) regarding academic oversight, programme development and change and student engagement. • To discuss submissions to external bodies for the purposes of assessment, recognition or accreditation. • To initiate remedial action to address problems identified and as appropriate, to draw the attention of Programme(s) at the institutional level to the issues identified, in particular, those relating to resources, staff development, and academic quality and standards and to monitor progress in relation to any action plans put in place to address the issues so identified. 	<p>The Higher Education (HE) Manager will Chair the Higher Education Academic Board meetings with minutes being circulated to attendees which include members of the; executive leadership team, senior leadership team, teaching staff, support staff and students. The minutes are routinely circulated to the Principal and CEO of the College. The outcomes of Higher Education Academic Board meetings are presented termly to the Standards Committee of the College Governors by the Higher Education Student Executive representative.</p>

<p>Review and develop process for capturing, actioning and monitoring issues identified in Pearson external examiner reports (Expectation B7)</p>	<ul style="list-style-type: none"> • To monitor and progress ongoing Programme development including the commissioning of new modules/units; the modification of existing modules/units; innovations in teaching, learning and assessment; development of the resource base, and quality enhancement activities. • To consider External Examiners' Reports, the student feedback questionnaire; the advice and recommendations of Boards of Examiners and relevant statistics, for example, those relating to admissions, equal opportunities, student progression and achievement and the first destination of graduates. • To have oversight of the Quality Improvement Plans set out in Self Assessment Reports and Action Plans set out in Annual Monitoring and Evaluation Reports. 	
<p>Develop and implement effective processes for the monitoring and review of Pearson provision (Expectation B8)</p>	<p>The Higher Education Academic Board will meet half-termly and meeting one will review External Examiner reports and identify and actions arising from these which will be fed into the programme area Self Assessment Report (SAR) and Action Plan and all subsequent meetings will have a standing item that monitors and reviews the programmes Action Plans.</p>	<p>The Higher Education Manager will Chair, and be responsible for, the Higher Education Academic Board meetings with minutes being circulated to attendees which include members of the; executive leadership team, senior leadership team, teaching staff, support staff and students. The Principal and CEO of the College is also in receipt of the minutes for his perusal and commentary as appropriate.</p>
<p>Implement a cross-College development programme specifically for higher education staff (Expectation B3, A1)</p>	<p>In addition to the higher education staff attending School of Education, University of Hertfordshire and the Partners Annual Conference a continued professional development programme designed for higher education staff will be in place. Higher Education staff will attend a termly development session themed around Higher Education topics. The session</p>	<p>The Continuing Professional Development (CPD) Manager will work with the Teaching and Learning Development Manager and Head of Higher Education to schedule activities identified from training and development needs. Higher Education Manager to facilitate Supported Experiments with Higher Education staff and identify themes</p>

	<p>will aim to update and improve Teaching Learning and Assessment performance. Higher Education Staff will explore new teaching practice through experimentation as part of the college innovative project Supported Experiments.</p>	to explore.
<p>Develop a more strategic approach to the identification and dissemination of good practice to improve the quality of students' learning opportunities (Enhancement)</p>	<p>he introduction of a standard agenda item to share best practice at the termly development session will promote good Teaching Learning and Assessment across the team. Higher Education staff will undertake peer developmental observations. To build upon the Higher Education learning community HE staff will attend a termly teachers exchange to identify and promote good practice across the team. A dedicated area on the college staff intranet Teachers Zone where research and Teaching Learning and Assessment materials can be banked and accessible available for all Higher Education staff to access. The introduction of a termly electronic newsletter</p>	<p>Higher Education Manager to update agenda and facilitate CPD activities. The Training and Development Manager will co-ordinate workshops, peer support networks and activities that can be initiated by HE staff.</p> <p>Teaching & Learning Development Manager to create dedicated area on the staff intranet Teachers Zone. Higher Education Manager to create termly electronic newsletter.</p>
Affirmation		Responsibility
<p>The steps being taken to establish the Higher Education Academic Board as a mechanism for developing consistent policies and procedures for higher education (Enhancement)</p>	<p>The College set up the Higher Education Academic Board in the academic year 2015/2016. Taking a workshop approach to each meeting, the group explored ways to ensure consistency across all HE programmes (Pearson and HEIs). The group made a series of recommendations to standardise processes, procedures and paperwork to make sure that all HE students had a similar experience of studying at level 4 and above at Seevic College. Expectations were discussed and agreed and policies and procedures implemented throughout the academic year.</p> <p>Moving forward into the 2016/2017 academic year and in terms of this particular affirmation, the Higher Education Academic Board has set Terms of Reference and standing</p>	<p>The Higher Education Manager will have overarching responsibility for the quality of all HE programmes and will work with individual programme managers to ensure a robust and rigorous approach to HE provision at Seevic College.</p>

	<p>agenda items to address consistent policies and procedures for higher education. These will be monitored and reviewed at all levels within the institution on a regular basis.</p> <p>At the end of the academic year, the Higher Education Academic Board will review its activities over the year and agree on Terms of Reference and standing items for the next year.</p>	
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