

Action Plan in response to the QAA Higher Education Review

Recommendations	Action	Responsibility	QAA Timescale
<p>1 Ensure that the external examining process clarifies recording and reporting by both delivery location and partner (Expectations B7 and B10)</p>	<p>The report format for external examiners was revised in May 2015 to require externals appointed to cover modules/courses delivered through partners to comment specifically on each partner and location of delivery.</p> <p>To date, reports which have been submitted clarify comments pertaining to each partner which should be more helpful for partners in terms of receiving direct feedback about their role in maintaining academic standards and delivering the student learning opportunities of UoG awards.</p>	<p>Dean of Quality & Standards (DQS)</p>	<p>1 Oct 2015 Completed</p>
<p>2 Ensure partner staff responsible for franchise provision are fully involved in annual monitoring and periodic review and revalidation processes (Expectations B8, B10)</p>	<p>The agendas for Course Boards were revised to include a specific item on franchise provision so that issues relating to provision delivered through partners were more explicitly considered at course level.</p> <p>This is complemented by the development of advice and guidance for Partnership Coordinators (PCs) and Academic Link Tutors (ALTs) (working with the relevant Academic Course Leaders) to ensure that staff at partner organisations are included in the consideration of issues leading up to and arising from the university's key quality assurance processes.</p> <p>These responsibilities are set out clearly in the collaborative delivery planners and have been re-stated at Collaborative Partnership Forum activities. The Director of Collaborative Partnerships (DCP) and Faculty Heads of Quality & Standards (FHQS) ran sessions covering these issues for local partners, PCs and ALTs during the September 2015 staff conferences.</p> <p>Issues relating to Annual Monitoring Review (AMR) and Periodic Review & Revalidation (PRR) will also be addressed through the regular Partnership Board meetings in order to create a greater sense of involvement from partner staff in the University's key quality assurance processes.</p> <p>We have amended our guidance within the Academic Quality & Partnerships Handbook (AQPH) in order to include the opportunity for representative staff from partner organisations to be more directly involved with UoG course teams at events held to discuss the monitoring and/or review of courses in which they play a part in the delivery.</p>	<p>Director of Collaborative Partnerships (DCP) and Partnership Coordinators (PCs)/ Academic Link Tutors (ALTs)</p>	<p>1 Oct 2015 Completed</p>

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<p>3 Ensure that when an award includes more than one exit point, each exit qualification has defined learning outcomes aligned to the relevant qualification level descriptor in the Framework for Higher Education Qualifications (Expectations A1, A3.2).</p>	<p>The Academic Regulations Committee (ARC), working with colleagues in Quality & Standards, have audited and augmented existing Programme Specifications to ensure that, where there is more than one exit point, defined learning outcomes for each exit qualification are clearly defined and signposted on the appropriate programme specification for named awards. Where new courses are put forward for approval, course development teams are advised to ensure that each exit qualification is clearly defined in terms of its learning outcomes.</p> <p>A more thorough approach to the review of programme specifications will be adopted to ensure they are more succinct and focussed. Each time a new course is approved or comes forward for revalidation or review, this will present an opportunity to revise the programme specification. A more streamlined template will be developed as part of a quality processes review, resulting from an Improving Services Integration project taking place during 2015.16. This will enable them to be more demonstrably used as a ready and intelligible reference point, and to fulfil their intended purpose as part of the definitive validation documentation.</p>	<p>Associate Deans of Quality & Standards (ADQs) in collaboration with Academic Regulations Committee (ARC)</p>	<p>1 Apr 2016 Completed</p>
<p>4 Strengthen the processes for preventing and identifying plagiarism at all delivery locations and partners (Expectation B6).</p>	<p>A statement of usage of Turnitin plagiarism detection software was developed and communicated by the Academic Development Unit (ADU) via dedicated Turnitin staff sessions held during autumn 2015. Templates and guidance for the development of modules guides, assessment briefs and course handbooks were updated accordingly to include the statement. All modules guides, assessment briefs and course handbooks will from 2016/17 include this information and this will be reiterated during the September 2016 staff conferences.</p> <p>The statement of use was communicated to collaborative partners via the monthly newsletters sent by the Collaborative Partnerships team and a podcast on plagiarism and Turnitin will be made available to all Collaborative Partners. The Collaborative Partnerships team is currently re-drafting Collaborative Delivery Plans (CDPs) into operations manuals for 2016/17 which will include plagiarism guidance for partners.</p> <p>The development of a University policy which takes account of current technological options and encompasses plagiarism and wider assessment offences will be developed over the course of 2015/16, led by colleagues within the ADU. The implications for policy development and the impact on collaborative partners will form a key aspect of these developments in order to underpin the prevention and identification of plagiarism and other associated assessment offences across the University's provision, including that delivered through its partners.</p> <p>Progress on the implementation of University policy across collaborative partners will be reported through issues picked up in the quality assurance analysis prepared for the Annual Business Review (ABR) process for collaborative partners.</p>	<p>Academic Development Unit (ADU), Quality & Standards, and Collaborative Partnerships staff</p>	<p>1 Apr 2016 Completed</p>

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5	Ensure that external examiner reports are systematically shared with all students at all delivery locations and partners (Expectations B7, B10).	The Collaborative Delivery Plans (CDPs) already make explicit reference to the need for partners to make appropriate arrangements to share external examiner reports with students. This will be reinforced through an audit of progress during the annual monitoring process in autumn term 2015.	DCP and PCs/ALTs	1 Apr 2016 Completed
6	Ensure that annual monitoring reports prioritise measurable actions, and strengthen the monitoring of the timely implementation of these actions (Expectations B8, B10).	Annual reports of processes, such as annual monitoring and of the activities of major subcommittees of Academic Board have been sharpened to promote SMART action plans which seek to prioritise key strategic actions.	ADQS	1 Apr 2016 Completed
7	Streamline the responsibilities for oversight of collaborative provision to ensure that all partners fully comply with the University's procedures and processes (Expectation B10).	The University has agreed to streamline its approach to the management and oversight of collaborative partnership activities by replacing current partnership coordinator roles with two full-time partnership managers as from 2016/17. The University is also currently considering collaborative processes as part of an Improving Services Integration project, the outcomes of which will be implemented from September 2016.	DCP	1 Apr 2016 Completed

Good Practice	Action	Responsibility
<p>1 The Degree<i>plus</i> scheme which provides students with a range of extracurricular opportunities and awards to support high participation in placements and internships (Expectations B4, Enhancement).</p>	<p>The University is committed to continuing to provide a range of extra-curricular activities, building on the existing opportunities available through the enhanced student year and Degree<i>plus</i>. The Degree<i>plus</i> 'brand' has been refreshed for 2015/16 and will now cover the combined services of Careers, Placements and Engagement. Degree<i>plus</i> will oversee the continued expansion of placement, internship and volunteering opportunities for students.</p> <p>The Enhanced Student Year (ESY) will continue to provide additional time within the academic year for employability activities to be incorporated into academic programmes. The roll-out of the Future Plan initiative began with Level 4 students in 2015/16, to stimulate student engagement with employability opportunities and career guidance support. Academic teams, personal tutors and Degree<i>plus</i> professional staff will each offer support to enable students to start work on their Future Plan.</p>	<p>Communication, Marketing & Student Recruitment (CMSR)/ Careers Director of CMSR and Head of Careers</p>
<p>2 The wide range of effective initiatives, which integrate employability and sustainability into the curriculum (Expectations B4, Enhancement).</p>	<p>The University continues to provide a wide range of opportunities for students via the Degree<i>plus</i> and Sustainability initiatives. The University will continue to fund the Learning for Sustainable Futures scheme over 2015/16. The scheme integrates sustainability in the curriculum and pedagogy and supports innovative curriculum and associated developments across the University. The Sustainability Team plans to share and extend innovation more widely across faculties via the creation of an online portal of resources plus the development of mentoring and recognition systems for staff.</p> <p>The University will continue to provide a wide range of opportunities for students to develop their employability, within and outside their academic programme. The Degree<i>plus</i> portal will give students access to internship, volunteering and job opportunities, careers and employability information and guidance support.</p> <p>The principles of employability and sustainability will continue to be considered as part of curriculum developments and monitored through course validation and review processes. Employability and Sustainability will also continue to be considered via their alignment with the Academic Strategy and learning and teaching developments. The positive outcomes and learning from these initiatives will continue to be disseminated via staff development and conference activities.</p> <p>A new Employability Strategy will be developed during 2015/16 to build upon existing good practice and to take employability provision to the next level. The Future Plan initiative will ensure that all students receive individual support to work towards the achievement of their career goals.</p>	<p>Head of Careers, Director of Sustainability and Academic Development Unit (ADU)</p>

Good Practice		Action	Responsibility
3	The School representative system which strengthens student engagement in quality assurance and decision-making at senior levels (Expectations B5, Enhancement).	<p>The University decided to further develop the student representative system by establishing the role of Subject Community Representatives aligned with the establishment of the academic subject communities to achieve one of the key aims of the Academic Strategy.</p> <p>The Representatives work closely with key academic staff, such as Academic Subject Leaders (ASLs), and their constituent students to develop and embed the subject community as a cornerstone of the learning and teaching experience.</p>	Students' Union Sabbatical Officers/ Student Voice Manager, Academic Subject Leaders (ASLs) and Associate Dean of Quality & Standards (ADQS)
4	The Assessment Scrutiny Process which ensures effective assessment practices through stakeholder engagement in the monitoring of module guides, assignment schedules, assessment briefs, and the assessment of learning outcomes (Expectation B6).	Further exploration of the efficacy of the Assessment Scrutiny Process (ASP) was undertaken via staff development symposia in June 2015. ASP guidance was reviewed early 2015/16 and communicated to all staff including Academic Subject and Course Leaders.	ADQSs
5	The strategic engagement with colleges, employers and the Local Enterprise Partnership to widen participation and support student learning opportunities and development (Enhancement).	<p>The University continues to build upon its current strategic engagements in the region with local colleges, employers and the Local Enterprise Partnership (LEP) via:</p> <ul style="list-style-type: none"> • the outward facing work of the Growth Hub, to engage employers and industry reps in the region • the development of Higher Apprenticeships pathways and • the exploration of other strategic partnerships with colleges in the region <p>This enables the University's to assert its key role in widening participation and in the development of student learning opportunities in Gloucestershire.</p>	Growth Hub, Collaborative Partnerships Office and the executive lead provided by Dean of Faculty of Applied Sciences

<u>Affirmations</u>		Action	Responsibility
1	The introduction of the Continuous Improvement Monitoring process, which facilitates more transparent and interactive reporting (Expectation B8).	<p>Adjustments have been made to the Continuous Improvement Monitoring (CIM) process, where appropriate. Academic Health Checks (AHCs) were undertaken and succinct summary reports from each faculty, noting areas to consider as well as items of good practice, were reported to Academic Standards & Quality Committee and Academic Board.</p> <p>CIM will also be considered as part of an Improving Services Integration project, the outcomes of which will be implemented from September 2016.</p>	Quality & Standards with ICT colleagues and the ADU
2	The recent website development which addresses issues of accuracy, reliability and accessibility of information (Expectation C).	The website development project will continue to progress throughout 2015/16 to include a remodel of Faculty, School and course pages and a redesign of the internal search function of the website to enable easier access to information for users. Some of this work will be underpinned by the implementation of the Information Strategy. Key to this development is the work the University is undertaking to address issues arising from a consideration of CMA requirements in relation to our communications with students.	ICT, CMSR and CMA Group