

Waltham International College Action Plan - Post QAA review

| Recommendations | Completion Date | Action by | Area of Work | Success Indicators |
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| Actions (In red) | | | | |
| Recommendation 1 | | | | |
| <i>Ensure that decisions on academic standards and quality of learning opportunities are taken separately from those which relate to business and development (Expectation A2.1)</i> | | | | |
| Revision of membership of SMT and Academic Board to reduce membership overlap | 31-Jan-17 | (Principal, Registrar, Academic Manager and Director of Curriculum and Quality) | Committee Membership | Differentiated committees to facilitate clear division between operational and academic matters |
| Revision of the terms of reference of committees to separate academic and commercial decisions, to include issues of programme design/development, programme management, programme discontinuation | 31-Jan-17 | (Director of Curriculum and Quality) | TOR's | Clear separation in the terms of reference of the committee meetings |
| Training for minute takers | 31-Jan-17 | Academic Manager | Meeting Minutes | Fuller and clearer minutes |
| Revision of standard minuting templates, to include routine cross-reporting prompts | 31-Jan-17 | Academic Manager | Meetings Agenda's Template | Attendee satisfaction with larger and better templates |
| Production of template agendas for committees which promote and reinforce academic and commercial separation | 31-Jan-17 | (Academic Manager) | Meetings Agenda's Template | Standardised and consistent agendas that duplicate updated term of references |
| Merge assessment and standardisation boards | 31-Jan-17 | (Academic Manager) | Committee Membership | More concise and effective Board with clear terms of reference and function |
| Briefing for members on the Board of Directors on conventional separation of responsibilities | 31-Jan-17 | (Principal) | Committee Membership briefing to Board of Directors | Briefing session held and all members are aware of changes to committee membership and term of reference |
| Recommendation 2 | | | | |
| <i>ensure that academic governance structures are fit for purpose, function in accordance with the terms of reference and are</i> | | | | |

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| <i>consistent with internal policies and procedures (Expectation A2.1)</i> | | | | |
| Revise academic governance and management structure, so that arrangements are responsive and flexible to needs, both current and in an expanded college | 31-Jan-17 | (Director of Curriculum and Quality and Academic Manager) | Committee Membership | Clear and responsive reporting structure while minimising duplication |
| Revise quality assurance policies and procedures to ensure fitness for purpose. Approvals of revisions to be formal and clearly documented | 31-Jan-17 | (Director of Curriculum and Quality, Academic Manager and Registrar) | Quality Manual | Revised policies that are consistent and fit for purpose and signed off through the academic board |
| College to develop mechanisms for better self-awareness, better self-scrutiny, better action-taking and better action evaluation | 31-Jan-17 | Academic Manager and Director of Curriculum and Quality | Quality Assurance | Continued review implemented as well as policies, committees and structures reviewed. To enable this process one day per trimester have been set aside specifically to focus on this. |
| Ensure that quality assurance policies and procedures are strictly adhered to | On Continuous bases | Director of Curriculum and Quality | Quality Assurance | Regular scheduled and unscheduled checks to ensure policies and procedures are implemented correctly and are effective. |
| Recommendation 3 | | | | |
| <i>clearly record decisions on student progression, credit achieved and final awards (Expectation A3.2)</i> | | | | |
| Recommendations regarding the award of credit, progression and awards to be conferred to be explicitly recorded both in the minutes of boards and in the underlying assessment spreadsheet that informs the meeting | 27-Feb-17 | Academic Manager | Meeting Minute – award of credit in spread sheet | Appropriate information is fully recorded in the meeting minutes in line with the terms of reference in addition successful external verification |
| Recommendation 4 | | | | |
| <i>Clarify the respective roles of the deliberative and executive bodies in programme approval and ensure robust and documented information is used to inform decisions (Expectation B1)</i> | | | | |

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| Revise procedure to differentiate between executive and deliberative responsibilities for approval of new provision in order to ensure, <i>inter alia</i> , that any business case can be considered independently from academic merits | 14-Feb-17 | Director of Curriculum and Quality | Programme approval policy | Revised policy with clear differentiation between executive and deliberative responsibilities. Allow for distinction between strategic business fit and Academic merit |
| Ensure that programme approval procedure contains the requirement for detail on market research, resource implications and a rationale for strategic fit | 14-Feb-17 | Director of Curriculum and Quality | Programme approval policy | Revised policy that includes requirement for detail on market research, resource implications and rationale |
| Ensure that procedure and practice for programme approval require formal approval of the proposal by Academic Board | 14-Feb-17 | Director of Curriculum and Quality | Programme approval Policy | Revised Policy and procedure incorporate explicit formal Academic Board approval |
| Ensure that students are involved in programme design, development and approval | 14-Feb-17 | Director of Curriculum and Quality | Programme approval policy | Revised Policy and procedure is in place that clearly indicates opportunity and requirement for student involvement |
| The College to complete development of a periodic review process | 14-Feb-17 | Director of Curriculum and Quality | | Periodic review process and policies developed and approved |
| Ensure that programme design, development and approval processes are clearly and fully documented in proposal papers, research and meeting minutes | 14-Feb-17 | Director of Curriculum and Quality | Programme approval policy | Fully documented programme approval |
| Recommendation 5 | | | | |
| <i>Ensure student representatives are given the opportunity to be fully involved in the consideration of comments and recommendations from external verifier reports (Expectation B5)</i> | | | | |
| Student representatives to be formally elected rather than nominated by the college | 31-Jan-17 | Registrar | Elections | Student election facilitated by the registrar |
| Student representatives to be formally trained | 31-Jan-17 | Registrar | Training of Student Rep | Students training sessions are planned, training material is available for the session |
| Elected student representatives to attend Board/committees for all of a Board/committee agenda except reserved business (typically discussion of identifiable students and forthcoming assessment materials) | 14-Feb-17 | Academic Manager | TOR's | Student Representatives participated in all relevant meetings |

| Recommendation 6 | | | | |
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| <i>Ensure that policies and procedures on student engagement are fit for purpose, engage students as partners, are consistently followed and are evaluated for effectiveness (Expectation B5)</i> | | | | |
| Ensure that student engagement processes are suited to the size and nature of the current student body | 14-Feb-17 | Academic Manager | Student engagement | Reviewed student engagement procedure in effect |
| Ensure that meetings of Staff Liaison Committee take place as mandated | 14-Feb-17 | Academic Manager | Staff liaison committee | Introduction of student/staff liaison meeting. Student representative for each course. |
| Feedback on the student induction experience to be discussed by staff. | 14-Feb-17 | Registrar | Induction review to be discussed | Detailed feedback on induction (Sep 2016) discussed at the Academic Board. Report is available on VLE |
| A system for personal tutoring by personal tutors to be established, clarified, broadcast and consistently operated | 14-Feb-17 | Academic Manager | System of personal tutoring | New Personal tutoring policy and procedure drafted and approved. Staff trained on new policy and procedure |
| Formalising and monitoring process for student engagement incorporating current success indicators. | 14-Feb-17 | Academic Manager | Student engagement | Establishing a monitoring process for student engagement to be completed once a semester |
| Recommendation 7 | | | | |
| <i>Ensure clarity and consistency in documentation outlining the purpose, roles and responsibilities of Assessment Boards and ensure that these are implemented fully (Expectation B6)</i> | | | | |
| Revise the management of assessment in order to establish a single and clear one-stage or two-stage committee structure | 14-Feb-17 | Academic Manager and Director of Curriculum and Quality | Assessment board structure | One stage committee structure established and approved by the Academic Board |
| Review, clarify, codify and consistently operate an assessment standardisation, double marking and moderation process | 14-Feb-17 | Academic Manager and Director of Curriculum and Quality | Assessment board structure | Reviewed assessment policy in effect and approved by external |
| Ensure that marks, grades and student progression are decided at committee in line with committee terms of reference (proper selection of arena) | 14-Feb-17 | Academic Manager | TOR's | Assessment and attainment clearly considered at the Standardisation and Assessment Board with full and inclusive minutes available |

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| Ensure that the minutes of meetings considering individual marks and/or the unit grade fully record outcomes. | 14-Feb-17 | Academic Manager | Minutes | Assessment and Standardisation Board to include full and inclusive minutes |
| Recommendation 8 | | | | |
| <i>establish a clear process for recording and tracking the completion of actions arising from external verifier reports (Expectation B7)</i> | | | | |
| Processes to ensure that all recommendations included in external verifier reports are addressed and actions communicated to the awarding body | 14-Feb-17 | Academic Manager | AMR Visit actions | New template for addressing, tracking, considering and conclusion of EV reports in use (starting with AMR) |
| All external reviews to result in action plans, to be incorporated into annual monitoring processes, and to include details such as deadlines, responsibilities or how the effectiveness of the actions will be evaluated. | 14-Feb-17 | Academic Manager | AMR Visit actions | New template for addressing, tracking, considering and conclusion of EV reports in use (starting with AMR) |
| External verifier reports, Academic Management Review Report and associated action plans to be considered at next meeting of Academic Board December 2016. | Dec-16 | Academic Manager | Review reports in Ac.Board | New template for addressing, tracking, considering and conclusion of EV reports approved by Academic Board. Previous reports discussed and actions tracking in progress. Once compiled will be available on VLE |
| External verifier reports to be subject to wider discussion and consideration, as required by Pearson (wider student and teaching staff committee participation) | 14-Feb-17 | Academic Manager | Meeting minutes template | EV reports explicitly discussed at programme committee with a summary at academic board |

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| Recommendation 9 | | | | |
| <i>ensure that the annual monitoring process fully enables the identification and recording of actions for improvement and enhancement (Expectations B8, Enhancement)</i> | | | | |
| Programme AMRs to be wider in scope, to discuss current and anticipated difficulties, and to propose actions and enhancements. | 28-Feb-17 | Director of Curriculum and Quality | TOR's, AMR Process | Reviewed internal AMR process and adjusted term of reference in Academic Board as well as Programme Committee |
| Students representatives to be involved in the internal AMR process | 28-Feb-17 | Director of Curriculum and Quality | TOR's, AMR Process to involve students | Incorporation of student involvement in new internal AMR process |
| Academic Board to receive internal AMR reports and to approve action plans | 28-Feb-17 | Director of Curriculum and Quality | TOR's, AMR action plan approval | AMR reports reviewed by Academic Board and action taken as showed in the new Terms of Reference. |
| Reporting and analysis of student feedback to be in greater detail, and end-of-unit survey results to be included | 28-Feb-17 | Registrar | TOR's, AMR Process | In depth analysis of student feedback to identify trends. Report discussed in Programme committee and Academic Board and required actions taken. |
| Explicit links between annual monitoring activity and the College enhancement strategy to be established. | 28-Feb-17 | Director of Curriculum and Quality | AMR & Enhancement startaegy | Internal AMR linked with enhancement strategy |
| Recommendation 10 | | | | |
| <i>identify and implement a mechanism for learning from informal complaints (Expectation B9)</i> | | | | |
| The Complaints Policy and Procedure to state what external recourse students have once internal procedures have been exhausted. | 28-Feb-17 | Academic Manager | Complaint Policy | External recourse included in Complaints and Appeals policies |
| College to operate a mechanism for recording issues raised at the informal as well as the formal stage. | 28-Feb-17 | Academic Manager | Record complaints | Log for informal complaints established |
| College to improve procedures for analysing and acting on student complaints | Training session to be held on 26 th January 2017 | Academic Manager | Staff training on complaint handling | Complaint procedures revised and all staff trained on complaint handling. |

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| Complaints procedure to be included in programme handbooks | 28-Feb-17 | Academic Manager | Programme handbook | Updated complaints procedure included in brief in the Programme Handbooks |
| Recommendation 11 | | | | |
| <i>clarify the responsibility for confirming appeal decisions and ensure that both the grounds for appeal and the process for dealing with upheld appeals are clearly articulated (Expectation B9)</i> | | | | |
| academic appeals policy to be reviewed and revised in order to remove weaknesses in its operation, to establish clarity in responsibilities and procedure | 28-Feb-17 | Academic Manager | Appeal policy review | Revised Policy have been approved. Students have been made aware of the new policy and they are clear about the process. |
| College to review, codify and clarify the permissible grounds for academic appeal and to operate consistently | 28-Feb-17 | Academic Manager and Director of Curriculum and Quality | Appeal policy review | Appeals procedures and policy revised and all staff aware of procedure - Appeals policy Version 3 |
| Appeals procedure to be revised to contain no informal stage | 28-Feb-17 | Academic Manager | Appeal policy review | Informal appeals stage revoked - Appeals policy Version 3 |
| Appeals procedure to outline the steps to be taken when an appeal is upheld or outline what sanctions can be applied. | 28-Feb-17 | Academic Manager | Appeal policy review | Flowchart for appeals are accesible for students - Appeals policy Version 3 |
| Recommendation 12 | | | | |
| <i>ensure that College documentation, including policies and procedures, are fit for purpose and provide trustworthy information for stakeholders (Expectation C)</i> | | | | |
| information audit to be conducted on all media, not just website: scrutiny to detail actions for removal of inaccurate, out of date and inconsistent information, and for addition of missing information. | 28-Feb-17 | Registrar | Published Information | Comprehensive and complete Audit done and inconsistencies, inaccuracies, dated and missing information flagged and addressed. New system of version control implemented. |

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| Actions following audit(s) to be implemented within one month of audit completion | 31-Mar-17 | Registrar, Academic Manager and Director of Curriculum and Quality | Published Information | Once identified information corrected within one Month of detection. New system of version control implemented. |
| Website to be made complete, offering all policies and procedures | 31-Apr-17 | Registrar | Published Information | Updated comprehensive and complete website is live which is free from inconsistencies and inaccuracies. Review report of the audit has also shown positive outcome. |
| Domain provider's performance to be reviewed, domain provider to be replaced if its performance is unsatisfactory | 31-Mar-17 | Principal | Published Information | Domain Provider has been replaced and performance reviewed. Regular service checks are conducted on monthly bases |
| Programme handbooks and Definitive Programme Guides (containing the programme specification) to be updated. | 28-Feb-17 | Academic Manager | Handbooks | Integrated Current Programme Handbooks now in operation. |
| College to establish and operate annual information audits and policy reviews. Results of audits to be more firmly discussed and energetically acted upon. Schedule of review dates to be made consistent with dates on policy documents, and to be operated promptly | 31-Mar-17 | Registrar | Published Information | Public information Committee established to deal with and oversee regular internal information Audits and Comprehensive Audit once per year. Review dates and version Control statements are available on each policy to keep a track updates. |
| Recommendation 13 | | | | |
| <i>Clarify the procedures for the systematic identification of enhancement priorities and mechanisms for monitoring and evaluation (Expectations Enhancement and B8).</i> | | | | |
| Development of the processes by which the College takes deliberate steps to systematically enhance student learning opportunities | 28-Feb-17 | Director of Curriculum and Quality | Enhancement | Student enhancement action plan is derived from Enhancement Strategy and Policy and is implemented and reviewed on quarterly bases |
| An Enhancement Strategy and Policy was developed and approved by Academic Board in August 2016 to be pursued and evaluated | Next evaluation by 31 August 2017 | Director of Curriculum and Quality | Enhancement | Student enhancement action plan is in operation in line with the newly approved Enhancement strategy and Policy |

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| Staff development activities to be more geared towards the enhancement of practice rather than briefing staff on requirements and responsibilities | 28-Feb-17 | Academic Manager | Enhancement | Time and funding made available to staff to pursue academic or subject related development for example HEA fellowship, new system developments etc |
| Internal AMRs to identify specific programme-level enhancements that could inform wider College activities and to reflection better on action rather than | 28-Feb-17 | Director of Curriculum and Quality | Enhancement | Revised AMR to include programme level enhancements |
| More energetic pursuit of the current three areas for enhancement: externality (external speakers and visits); digital media integration; and practical skills enhancement. These areas to be better related to the systematic collection and consideration of information or how these explicitly link to the Strategic Plan and Enhancement Strategy | 28-Feb-17 | Academic Manager and Director of Curriculum and Quality | Enhancement | Three areas of enhancement incorporated in teaching and learning and linked to the enhancement action plan for example external speakers and visits, flipped classroom approach and business games. |
| The College to develop comprehensive procedures which demonstrate that systematic evaluation of feedback, processes or enhancement initiatives takes place. | 28-Feb-17 | Academic Manager and Director of Curriculum and Quality | Enhancement | Developed a Procedure for collecting, analysing and disseminating feedback in relation to enhancement |
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| Recommendation 14 | | | | |
| <i>Clarify the procedures for the systematic identification of enhancement priorities and mechanisms for monitoring and evaluation.</i> | | | | |
| Clarify the complaints policy to ensure that an individual member of staff is not involved in more than one stage of the complaints procedure (Expectation B9) | 01-Nov-17 | Director of Curriculum and Quality | Policies | Policy adjustment to ensure no duplication and full transparency |