

London Churchill College Action Plan from HER May 2016 and Partial Re-Review March 2017

| Good Practice | Actions to be taken | Target | Action by | Evaluation | Progress |
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| The Expected Answer Guidelines (EAGs), which support students in understanding what should be demonstrated for the achievement of learning outcomes (Expectation B6) | <p>To roll out EAGs to all new Courses, including the FdAs.</p> <p>To build on the EAGs to include recommended reading lists and formative assessment dates.</p> | Jan 2017 | <p>Programme Leaders</p> <p>Course Co-Ordinators</p> | <p>Academic Board March 2017</p> <p>QAA HER Partial Re-Review March 2017</p> | <p>EAGs now available on FdA Business and to be extended to FdA 'Events' in time for Assessment.</p> <p>Reading lists now included in Assignment Briefs. Class timetables have been redesigned to include a formative assessment date.</p> <p>The review team noted that "The provision of Expected Answer Guidelines has been extended across programmes, building on the good practice identified at the last review, and this has been received positively by students."</p> |

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| Develop and implement a process for the formal amendment of College provision, with specific attention to Pearson programmes (Expectation B1) | Design a policy titled Programme Modification and Withdrawal, including procedures for implementation of change | Oct 2016 | Quality Enhancement Steering Group (QESC) | Completed action approved by Academic Board November 2016 and received by CoB December 2016 | Programme Modification and Withdrawal Policy was approved through Chair's Action (20-12-16) after receiving external scrutiny at Academic Board (29-11-16), at which Student Reps were present. |
| | Staff development session and student consultation | Nov 2016 | Registrar and Principal | Feedback from staff group and students via Registrar and Principal to SMT | The policy was shared with staff at the All Staff Meeting (09-11-16) and a session with Academic Staff (17-02-17). |
| | Implementation of the policy | Dec 2016 | Programme Manager | Academic Board February 2017 | <p>The staff's understanding of the policy was tested through the Mock QAA review (06-03-17).</p> <p>Although the Policy had yet to be tested, the review team noted that "there was a shared understanding of the process across the College staff community."</p> |
| | | | | QAA HER Partial Re-Review March 2017 | |

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| | Policy reviewed, evaluated and fine-tuned. | From Oct 2017 | Registrar and Programme Manager | Refined Policy received by Academic Board and action signed off | |
| Introduce a systematic means of evaluating student application, enrolment and induction procedures (Expectation B2) | Review of Recruitment, Selection and Admissions Policy | Oct 2016 | QESC | Approved by Academic Board November 2016 | The Policy was reviewed and revised through a series of meetings with relevant staff. |
| | Introduce a Recruitment and Admissions Committee (RAC) with the specific function of monitoring and reviewing student application, enrolment and induction | Oct 2016 | QESC | Approved by Academic Board | The terms of reference of the Recruitment and Admission Committee were approved by Academic Board (29-11-16). |
| | All relevant qualitative and quantitative information gathered from applicants and students during these stages will be reviewed and evaluated by RAC | Termly from Nov 2016 | RAC | Report to Academic Board and CoB with actions returned to SMT for enhancement | Through the development of the Induction and Admission Survey, the RAC has been able to confirm the effectiveness of its Induction and identify areas to improve. |
| | Review and evaluate performance | Feb 2017 | QESC | Academic Board March 2017 QAA HER Partial Re-Review March 2017 | The RAC was well received at the Mock QAA review (07-03-17) and will continue to meet termly. The review team concluded that the Expectation is met and the level of risk is low and encouraged the College to further develop its analysis of quantitative data through the RAC. |
| | To ensure reports containing quantitative data submitted to the RAC are accompanied by analysis, so that actions and areas of good practice can be identified. | May 2017 | Registrar | Academic Board July 2017 | The RAC met in May 2017, receiving reports on student retention and entry profiles against student performance, which it has used to identify a number of actions in an effort to improve the quality of admission decisions. |
| Strengthen and publish the policies and procedures for | To revise and enhance the following policies, assuring fitness of purpose for the support of students with | Oct 2016 | QESC | Academic Board November 2016 with actions | The revised policies were shared at the All Staff Meeting (09-11-16), as well as at department specific training sessions held |

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| the effective and equitable identification and support of students with additional needs (Expectations B4 and B6) | additional needs i) Student Support and Reasonable Adjustments Policy ii) Recruitment, Selection and Admissions Policy iii) Assessment Policy iv) Mitigating Circumstances Policy | | | | between Nov '16 and Feb '17. |
| | Deliver staff development to embed policies | Nov 2016 | Registrar and Principal | Formal staff feedback | All students with declared additional needs have been contacted by the Registrar. The policies are available to students through Moodle. |
| | Communicate to student body | Dec 2016 | Course Coordinators/Programme Leaders | Collect formal feedback | Student Rep received a briefing on new policies at the Rep Workshop (01-03-17). |
| | Implementation of any additions/changes from November Academic Board and formal feedback mechanisms. | Feb 2017 | QESC | Academic Board sign off March 2017 QAA HER Partial Re-Review March 2017 | A number of students are in receipt of support through the new Student Support and Reasonable Adjustments Policy and this has been reported to Academic Board (29-11-16 and 07-03-17). The review team noted that “The College has strengthened its policies for the effective, equitable identification and support of students with additional needs”; “Students confirmed that support is available and that appropriate adjustments are put in place” and they “feel well supported”. |
| | Review and evaluate effectiveness of support given to students with additional needs, as a result of the new policy. | July 2017 | Registrar | Academic Board | |

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| Publish assessment policies and procedures which are clear, comprehensive, consistent and appropriately targeted towards defined student groups (Expectation B6) | The College will review and refine all policies and procedures relating to Assessment and the Recognition of Prior Learning to ensure effectiveness with all student groups. | Oct 2016 | QESC | Academic Board November 2017 | All policies were revised with external input at Academic Board (29-11-16) and approved through Chair's action (20-12-16). |
| | Communicate revised policies and procedures in a staff development session. | Nov 2017 | Registrar and Principal | Report to Academic Board March 2017 | The revised policies were shared at the All Staff Meeting (09-11-16), as well as at department specific training sessions held between Nov '16 and Feb '17. |
| | Collect formal feedback from staff and student stakeholders | Feb 2017 | Registrar | | Feedback was gathered from staff through a series of workshops in October. The review team noted that the College's assessment policies and procedures "provided a clear framework for the equitable, valid and reliable assessment of student learning" and that "students were very positive about the support they received, relating to assessment, from admissions through to the management of mitigating circumstances" |
| Develop and implement a procedure for periodic review of all College provision (Expectation B8) | The development of a new policy on cross-College subject review entitled: <i>College Provision Review Policy</i> | Oct 2016 | QESC | Academic Board signs off and approves procedure in November 2016 | The College Provision Review Policy submitted to Academic Board (29-11-16) for external feedback and approved through Chair's Action (20-12-16). |
| | Disseminate to all staff | Dec 2016 | Principal | Academic Board March 2016 review progress QAA HER Partial Re-Review March 2017 | The Policy was made available at the All Staff Meeting (09-11-16) and continues to be accessible through the VLE. "The team recognised that the College had taken significant steps in response to the previous recommendation, including the development of policy, processes and templates." And |

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| | <p>Develop and approve revised templates for Course Annual Monitoring Reports to support greater strategic analysis of data and External Examiner Reports. Communicate in a staff development session.</p> <p>Undertake first College Provision Review</p> <p>Draw up an Action Plan in response to outcomes/feedback</p> <p>Implement Action Plan</p> <p>Evaluate and review outcomes.</p> | <p>July 2017</p> <p>Oct 2017</p> <p>Feb 2018</p> <p>Jun 2018</p> <p>Oct 2018</p> | <p>Registrar and Quality Assurance Officer</p> <p>Head of HE and Registrar</p> <p>QESC</p> <p>Head of HE and Registrar</p> <p>Principal</p> | <p>Academic Board July 2017</p> <p>Full report to Academic Board November 2017</p> <p>Academic Board March 2018</p> <p>Academic Board July 2018</p> <p>Academic Board November 2018</p> | <p>encouraged the College in its planned action to ensure that data across all annual monitoring reports is presented with an accompanying strategic analysis.</p> |
| Strengthen oversight and operational management of students' mandatory work placements (Expectation B10) | <p>Revise Work Experience policy and due diligence Pro Forma</p> <p>Review existing partners and establish requirements for new sources for student access to work</p> | <p>Oct 2016</p> <p>Dec 2016</p> | <p>Head of Employability</p> <p>WBL Co-ordinator Head of Employability</p> | <p>Academic Board from November 2016 and termly review</p> | <p>The Work Experience Policy and all supporting documentation was revised by the Head of Employability through a series of meetings with staff involved in work experience. These were approved through Chair's Action (20-12-16), after receiving external input at Academic Board (29-11-16).</p> <p>The College has secured work experience opportunities through new partnerships.</p> |

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| | <p>experience.</p> <p>Monitor progress of students accessing work experience from entry to completion through fortnightly team meetings</p> <p>Review and evaluate procedures annually.</p> | <p>Dec 2016</p> <p>Mar 2017</p> | <p>Head of Employability WBL Coordinator</p> <p>Head of Employability WBL Co-ordinator</p> | <p>Comprehensive report to Academic Board annually March 2017 and following College Oversight Board</p> <p>QAA HER Partial Re-Review March 2017</p> <p>Pearson EE Report Health and Social Care May 2017</p> | <p>Through newly designed features of the Student database, the College is monitoring progress of students. Work experience continues to be discussed at fortnightly meetings.</p> <p>It was agreed at Academic Board (07-03-17) by staff and students that there was now a greater awareness amongst students of the importance of work experience and the support available from the College.</p> <p>The review team noted that the “College has strengthened its oversight and operational management of students’ mandatory work placements” and that the expectation is met and the level of risk is low.</p> <p>The development of the support system for work experience and the delivery and assessment of Personal of Personal and Professional Development (which requires work experience) were identified as Good Practice.</p> |
| Embed and monitor the College strategy for enhancement to ensure that it is systematic, planned and coordinated (Enhancement). | <p>Produce a refined Enhancement Strategy</p> <p>Disseminate to all stakeholders</p> <p>Produce College Action and Deliberative Enhancement Plan, annually</p> | <p>Oct 2016</p> <p>Nov 2017</p> <p>Feb 2017</p> | <p>Principal</p> <p>Registrar and Principal</p> <p>Principal and Head of HE</p> | <p>Academic Board November 2017</p> <p>SMT</p> <p>Academic Board March 2017 and feedback</p> | <p>The Enhancement Policy and Enhancement Strategy received external input at Academic Board (29-11-16) and were approved through Chair’s Action (20-12-16).</p> <p>The Policy and Strategy were shared at the All Staff Meeting (09-11-16).</p> <p>A Staff Development Session on Enhancement was held by the Principal on March 22nd 2017, which was attended by</p> |

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| | <p data-bbox="371 472 819 564">Staff and student rep development session for all of revised action plan for enhancement</p> <p data-bbox="371 671 819 759">Implement enhancements and confirm delivery of the Enhancement Plan,</p> | <p data-bbox="842 472 965 496">Apr 2017</p> <p data-bbox="842 651 965 675">Jun 2017</p> | <p data-bbox="1014 472 1160 496">Head of HE</p> <p data-bbox="1014 651 1256 738">Course Coordinators/Programme Leaders</p> | <p data-bbox="1279 284 1547 339">QAA HER Partial Re-Review March 2017</p> <p data-bbox="1279 472 1547 528">Formal feedback from staff and student reps</p> <p data-bbox="1279 651 1480 707">Academic Board July 2017</p> | <p data-bbox="1597 97 2112 248">the Admissions and Administration Manager, Personal Tutors, Lecturers, the Quality Assurance Officer and HoE. At this session, a list of 9 possible enhancements was developed.</p> <p data-bbox="1597 284 2112 403">As the judgement area had already received a positive outcome in the May 2016 HER, Enhancement was not reviewed in the March 2017 Re-Review.</p> <p data-bbox="1597 472 2112 584">During an exercise at the All Staff Meeting (12-04-17), the 9 enhancements were shared with all staff and a final list of 3 areas to enhance was agreed.</p> |