

ICP Action Plan in response to the QAA Higher Education Review – January 2018

Key

Completed
Ongoing

Deficits to Address

Source of Action & point identified	Action	Target date	Lead	Success indicator/evaluation	Progress to date & impact.	Evidence	Oversight and Governance
HER Report: To better emphasise/signpost location of DMDs and other student facing folders on the Student Portal (para. 1.36) (A3).	A.1 Each DMD will be stored on the relevant subject area on Moodle for all students. Student facing documents to be clear on the Student Portal (Axis)	September 2016 Completed September 2016	SMASS	S.1 Implementation of a Virtual reception facility on Axis (new Student Portal in Navigate). Much more intuitive interactive enquiry driven system.	P.1 All DMDs are now on each individual module on Moodle. The Axis facility has not yet been introduced so all other student facing documents are located in the Virtual Reception area in Moodle. All students are automatically enrolled into this area. <i>Impact: All students are now able to access DMDs & other student facing folders more easily.</i>	A1.1 Screenshot of DMD ¹ A1.2 Screenshot of virtual reception ² A1.3 relevant CSMT & CLTB minutes³	CSMT and CLTB to note in meeting minutes when completed
HER Report: To update the Operations Manual so that it makes clear that students on ICP SDM programmes are entitled to access University of Portsmouth grievance and complaints procedure once they have exhausted the ICP procedure if they	A.2 To update the Operations Manual so that it makes clear that students on ICP SDM programmes are entitled to access University of Portsmouth grievance and complaints procedure once they have exhausted the ICP procedure if they remain dissatisfied.	September 2016 Completed September 2016	CDP	S.2 Re-phrasing of paragraph of the College Operations manual.	P.2 The College Operations Manual has now been updated to reflect this point (Action Complete). <i>Impact: This point will be clear to all those responsible for overseeing complaint and grievance processes, and for making that clear to students.</i>	A2.1 Excerpt from Operations Manual ⁴ A2.2 relevant CSMT & CLTB minutes⁵	CSMT and CLTB to note in meeting minutes when completed

remain dissatisfied (para. 2.77) (B9).							
HER Report: To better emphasise/signpost location of External Examiner and Link Tutor Report folders on Student Portal (para.2.62) (B7).	A.3 Locate External Examiner and Link Tutor folders clearly on the new virtual reception.	December 2016 Completed December 2016	SMASS	S.3 Refer to S.1	P.3 This has been actioned. <i>Impact: the location of External Examiner and Link Tutor reports are now much more visible to the students.</i>	A3.1 Screenshot of External Examiner and Link Tutor Folder on Virtual Reception ⁶ A3.2 CSMT & CLTB minutes⁷	CSMT and CLTB to note in meeting minutes when completed
HER Report: To rationalise and prioritise material on Moodle/Student Portal, as students can get overwhelmed with the content (para 3.8) (Part C)	A.4 To rationalise and prioritise material on the upgraded Moodle system	September 2016 Completed September 2016	Academic Teaching Team	S.4 Academic team trained on Moodle to present module resource in a more rational and prioritised fashion. The new tools available in Moodle will assist in this process.	P.4 Module sites on Moodle are all in a standardised format. Lecturing staff have been asked to delete or hide any redundant content so as to prevent any confusion. <i>Impact: Students are less overwhelmed by content on Moodle/Student Portal.</i>	A4.1 Screenshots of an example module ^{8 to 11} A4.2 relevant CSMT & CLTB minutes¹²	CSMT and CLTB to note in meeting minutes when completed
Best Practice Features							
Source of action & point identified	Action	Target date	Lead	Success indicator/evaluation	Progress to date	Evidence	Oversight and Governance
HER Report: The highly responsive and collaborative approach to new programme development, which recognises disciplinary needs and student potential to succeed	A.5 To review CPR QS1 with the University to assess whether there are any improvements we can make to our programme approval/articulation policy and processes	Original target date of Sept 2017 Pushed back to March 2018.	CDP	S.5 CPR QS1 (Programme Approval) is reviewed and a report produced with recommendations for change (if appropriate) S.6 Exchange and dissemination of	P.5 A new and simplified template for the recording of new articulations and entry points is now in use. In addition, QaSO has created a new form to document the closure	A5.1 Articulation form ¹³ A5.2 Strategic Closure Form ¹⁴ A5.3	AAC will be made aware of developments. ICP Annual Report will provide data on programme development

(para. 2.4) (B1)				effective practice around programme approval is distributed via College/University /Navitas boards and committees	of any programmes in order to close the programme life-cycle loop. Additionally, an online Programme Portfolio form has been created as a definitive source of information for both College and University Registry.	screenshot of online form ¹⁵	and expansion
HER Report: The range of activities provided through Careers Week, which supports students' employability. (para 2.32) (B4)	A.6 Continue to implement and develop the Careers Fair initiative A.7 Exchange and disseminate to the wider Navitas network	Sept 2017 Completed Sept 2017	CDP SMASS	S.7 Scheduling of Careers Fair indicates progress to target S.8 Exchange and dissemination of employability initiatives is conducted through the Navitas Learning and Teaching Forum	P.7 It is intended that the ICP careers/ employability fair would become an annual event, and while the event did not run in 2017 due to key staff vacancies, it is intended to run in 2018 now those key staffing positions are filled. Additional volunteering opportunities have been identified in early 2018 for students via links with the university, as an enhanced employability initiative. P.8 This best practice initiative has been discussed at wider Navitas forums including the LTC. <i>Impact: Students' employability opportunities are enhanced.</i>	A6.1 Email to Student re Careers Week ¹⁶ A6.2 Careers Week Poster ¹⁷ A6.3 Email re. volunteering opportunities for students. ¹⁸ A7.1 Minutes from LTC forum ¹⁹ .	CSMT – The Senior Management Team will oversee organisation of the event for 2018.
HER Report: The feedback on	A.8 Continue to promote a	Original completion	CDP SMASS	S.9 Continue to embed feedforward practice	P.9 We are instigating some research to	A8.1 Short Paper on	AAC & QaSO - Reports to

<p>assessed work, which is prompt, adapted to student needs and systematically monitored for quality, is good practice. (para 2.49) (B6)</p>	<p>'feedforward' culture, whereby students can seek to develop a better understanding of what is required prior to submitting their work. A.9 Support Academic Staff to further develop a proactive approach to developing their feedback practice</p>	<p>date of Sept 2017. Pushed back to Sept 2018 for development of research mentioned in P.9 & P.11 to the right.</p>	<p>MAS</p>	<p>into the pedagogic fabric of the College S.10 Continue to provide online feedback for assignments and develop a protocol for the presentation of 2nd marking on Turnitin S.11 Student Services to monitor the timeliness and quality of feedback and deep dive into the questions on feedback to assess trends around level of satisfaction</p>	<p>estimate/quantify the take up of feed-forward opportunities among the student cohort P.10 Academic staff are working on a standard format for the presentation of 2nd marking through Gradebook P.11 We will undertake a small research project to assess the trend (over past 3 years) in student feedback responses related to the provision of feedback on their assessed work and report at the March 2017 AAC.</p>	<p>Feedforward Policy²⁰ A9.1 Screenshot of 2nd Marking format via Gradebook²¹ A9.2 Terms of Reference for Project on Student Feedback Trends²²</p>	<p>Academic Advisory Committee and through the Navitas Quality and Standards Office ICP Annual Report will provide data on the student outcomes</p>
<p>HER Report: The effective use of tracer data in reviewing existing curricula, which enhances student learning opportunities. (para 2.67) (B8)</p>	<p>A.10 Further develop the analytics around the Tracer Study to provide greater granularity around the data and explore potential relationships/ determinants between and of academic outcomes A.11 Work with the university link tutors to understand – by Faculty and down to individual course level - the factors behind</p>	<p>A.10 Annually A.11 Initial meetings with Link tutors to look at 2016-17 data completed by March 2018.</p>	<p>CDP SMASS</p>	<p>S.12 Tracer data will track students' performance as they progress through the University and compare ex-ICP international students with those directly recruited to the University and Home/EU students.</p>	<p>P.12 It was intended to conduct research to look at the question of exit-velocity (input vs output), to be presented at the July 2017 meeting of the AAC. While the research was not undertaken during 2017 with the change-over of CDP and a maternity cover for SMASS, it has now been broadened to incorporate a wider analysis of any factors affecting Faculty / course results (see</p>	<p>A10.1 Paper on Exit Velocity of ex-ICP students at the University²³ A11.1 Notes on meetings with Link Tutors analyzing tracer study results 2016-17 (available March 2018)</p>	<p>AAC -Regular reports on tracer study to Academic Advisory Committee and through the Navitas Quality and Standards Office AMP - The Annual Monitoring Process will be informed of outcomes of joint</p>

	stronger/weaker performance of ex-ICP students at the university, and agree actions to enhance/address any such factors identified.				A.11), which, it is hoped, will yield more useful/applicable results.		College/link tutor analysis.
Other actions							
Source of action & point identified	Action	Target date	Lead	Success indicator/evaluation	Progress to date	Evidence	Oversight and Governance
Quality Code Chapter B5 – “Higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience”	A.12 A gap analysis has identified that while there is a good level of student representation at ICP, students are not represented in all decision-making bodies at the College. Consider the addition of student representation on the Academic Advisory Committee (AAC) and College Learning and Teaching Board (CLTB).	April 2018	CDP	S.13 AAC and CLTB will have considered the inclusion of students on both bodies, considering a) which students would best serve (ICP alumni or current students), and b) how those students could best add value.	P.13 The matter will be included in agendas for both bodies as a point for discussion/decision.	A.12 Relevant AAC and CLTB minutes ^{available} April 2018	AAC and CLTB will oversee the possible inclusion of students to each body. JSPMB will be informed of the decision.
Navitas UK Provider-Level report. 3.1.5 “The Student in Jeopardy programme which identifies student needs and provides the support required to enable them to succeed” (Expectation B4)	A.14 Further enhance the Student-in-Jeopardy programme by: A.14.1 Reviewing the attendance policy to ensure that both compliance and pastoral aspects are fully met to maximize student attendance. A.14.2 Working with the university to improve links for ICP student support related to mental health,	A.14.1 & A.14.3: March 2018 A.14.2 & A.14.4: September 2018	SMASS	S.14 Attendance levels improve, which – it is hoped – will improve outcomes (it will also be interesting to see the Central research being done on the relation between attendance and attainment). S.15 The College is better set up to provide welfare support to students.	P.14 The new attendance policy has been in place from the January 2018 intake, and is being applied. P.15 The College are in discussions with Denise Meyer from UoP (Head of Wellbeing Services) to negotiate access to additional services, though negotiations have not been completed.	A.14.1 ICP attendance policy (January 2018) ²⁴ A.14.2 Email trail with Denise Meyer (head of Wellbeing Services at UoP) ²⁵	CLTB oversees the developments to the S-i-J programme.

	<p>well-being, anxiety etc. A.14.3 Developing and introducing a new Disability Policy. A.14.4 Creating ways to measure the effectiveness of the programme by better recording and analyzing academic support provided & student outcomes.</p>			<p>S.16 The processes for evaluating and supporting students with disabilities are fit for purpose and allow the College to respond appropriately. S.17 ICP is better able to measure the impact and value of interventions put in place through the Students-in-Jeopardy programme and predicted grades exercise.</p>	<p>P.16 A new disability policy P.16 College SMT have had initial discussions about the approach we might take with measuring the impact of the interventions coming from the SiJ programme and predicted grades.</p>	<p>A.14.3 ICP Disability policy²⁶.</p>	
<p>Navitas UK Provider-Level report. 3.1.10 "The effective use of tracer data to enhance student learning opportunities" (B8)</p>	<p>A.15. Further enhance the use of the Tracer Study data and link tutors by with the aims of: A.15.1 reviewing the Tracer Study data by Faculty to identify any areas of good practice or of concern which might inform further developments/ enhancements to student learning opportunities. A.15.2 identifying further opportunities for students to link with their receiving Faculties while they are with the college, beyond the Taster days. These may be academic, social, peer-to-peer opportunities, or ways of improving communications.</p>	<p>September 2018</p>	<p>CDP & SMASS</p>	<p>S.17 Developments and enhancements made to programmes based on analysis of the performance of ex-ICP students at UoP will better prepare ICP students for studies at the University Partner.</p>	<p>P.17 Tracer study & transition were discussed at the Autumn 2017 Academic Advisory Committee, and subsequent meetings have been set up for early 2018 to analyse the data further at faculty level, and to discuss transition enhancement activities.</p>	<p>A.15 example minutes from the meetings with link tutors, with further actions identified. Available Feb 2018</p>	<p>The Academic Advisory Committee oversees the Tracer Study data and actions coming from it.</p>
<p>Navitas UK Provider-level report. 3.1.3.</p>	<p>A.16 Benchmark the College TEL activity</p>	<p>September 2018</p>	<p>SMASS</p>	<p>S.18 The aim of this work is that the</p>	<p>P.18 This benchmarking was initially discussed</p>	<p>A.16 DASS Forum</p>	<p>The DASS Forum</p>

<p>“The oversight, monitoring and coordination of learning opportunities and teaching practices across the network which enables consistency and enhancement of student learning opportunities” (Expectation B3)</p>	<p>against the JISC framework and develop a 3 year plan to enhance our activity in this area. Develop the ICP TEL Policy to link to the L&T strategy.</p>			<p>quality of technology-enhanced learning opportunities afforded to ICP students is at least in line with current expectations in HE, and, where possible, reflects best practice.</p>	<p>at the DASS forum in October 2017, with ICP volunteering to do some initial work. ICP’s SMASS will be presenting progress made to the DASS forum in March 2018.</p>	<p>agenda²⁷.</p>	<p>maintains oversight of this project.</p>
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