**QAA review 2018 – action plan**

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| **Report ref** | **Issue** | **Proposals** | **Sources of evidence** | **Action by** | **Date** |
|  | **JUDGEMENT 1 – Maintenance of academic standards - MET** |  |  |  |  |
|  | **Expectation A2, Quality Code chp A2, reference points for academic standards** |  |  |  |  |
| 1.10 | Student membership of the governing body | Review ToR for governing body and all other boards/committees to include student members  Amend doc | ToR for boards/committees  Student handbook  QAE policy | PM | 31/6/18 |
| 1.18 | Fitness to practise as pre-requisite for award of degree | Review documentation to ensure clear statements about the fitness to practise requirement | Programme spec  Clinical handbook  Assessment regs  Student handbook  Website | PM | 31/6/18 |
|  | **JUDGEMENT 2 – the quality of student learning opportunities - MET** |  |  |  |  |
|  | **Expectation B1, Quality Code chp B1, programme design, development and approval** |  |  |  |  |
| 2.4 and 2.5 | Evidence of a secure process for internal consideration and approval of proposed programme changes prior to notification to Kingston | Develop a clear process within CICM for development, consideration and approval of programme changes before these are submitted to Kingston | QAE policy – documents and process | SF | 31/6/18 |
|  | **Expectation B3, Quality Code chp B3 – learning and teaching** |  |  |  |  |
| 2.19 | No **formal** staff mentoring system | Consider introducing a formal staff mentoring policy to include who/when/how staff are mentored and for how long | Staff development policy  Staff handbook  QAE policy  L and T policy | JP | 31/7/18 |
| 2.21 | Limited evidence of staff undertaking development in pedagogy/QA – awareness of HEA and take-up of Kingston events | Produce a staff development policy to cover:   * Staff induction * Teaching development * CPD * Progression * Externality | Staff development policy  Staff handbook  Appraisal documentation  L and T policy  HEA membership | JP | 31/7/18 |
| 2.21 | Limited evidence of teaching observations being used developmentally e.g. to identify and share good practice | Establish clear process around use and purpose of teaching observations. Link to both QA and staff development. | QAE policy  L and T policy  Staff development policy  Staff handbook | SF | 31/7/18 |
|  | **Expectation B5, Quality Code chp B5, student engagement** |  |  |  |  |
| 2.41 | Formal training for student reps on boards/committees etc? | Consider formalising this process. Short induction? Guidance note for students?  Link to wider issue around quality of information. | QEA policy  Student handbook | PM | 31/6/18 |
| 2.42 | Formal involvement of students in programme changes (and see note on 2.4/2.5 above) | Embed student involvement in all stages of the QA process including programme changes, exec committee and governing body. | QAE policy  Student handbook  Programme specification  Committee ToR | SF | 31/6/18 |
|  | **Expectation B6, Quality Code chp B6, assessment of students** |  |  |  |  |
| 2.53 | Timing of feedback on assessed work – 20 days or not? | Clarify process. Make this clear in relevant documentation. | Student handbook  Website  VLE  Assessment policy  University documentation  Staff/teaching handbook | SF | 31/5/18 |
| 2.55 | Consistency of approach to RPL | Clarify process. Make clear in documentation. | RPL policy  Student handbook  Website and VLE  Staff handbook  QEA policy | PM | 30/7/18 |
|  | **Expectation B7, Quality Code chp B7, external examiners** |  |  |  |  |
| 2.62 | Availability of EE reports on VLE | Put EE reports on VLE. Who is responsible for updating content on VLE and for managing quality and presentation of info? | VLE  Information management system | SFO | 30/6/18 |
|  | **Expectation B8, Quality Code chp B8, programme monitoring and review** |  |  |  |  |
| 2.67 | Low staff awareness of annual monitoring process; limited evidence of contribution | Staff training session on QA and monitoring?  Review of documentation to clarify processes and responsibilities | Teaching/staff handbook  QAE policy  Staff induction | JP | 31/7/18 |
| 2.68 | Students had no awareness of annual monitoring and no evidence of their contribution | Link to formal training session for student reps (see above)? Amend documents to include info on the monitoring process and how students contribute to this | VLE  Student handbook  QAE policy | JP | 31/7/18 |
|  | **B9, Quality Code chp B9, managing HE provision with others** |  |  |  |  |
| 2.82 | CICM should implement proportionate due diligence measures for practitioners involved in clinical observations | Review current process. How are practitioners appointed for this? How do they understand what’s expected and their role? | Practitioner Code  Induction training? | RG/SF | 31/7/18 |
|  | **JUDGEMENT 3; The quality of information about learning opportunities – NOT MET** |  |  |  |  |
|  | **Expectation C, Quality Code part C, information about HE provision** |  |  |  |  |
| 3.6 | Development of the VLE to include module info, assessment info and policies | Update on this but see above about ownership of VLE inc content and presentation | Information management  VLE review | JP | 30/6/18 |
| 3.8 | Alignment of PG Dips with FHEQ and other information failings | Update on this |  | AH | 30/5/18 |
| 3.9 | Information management generally | See above |  | JP | 30/6/18 |
| 3.14 | Quality of information about learning opportunities | See above |  | JP | 30/6/18 |
|  | **JUDGEMENT 4 – Enhancement of student learning opportunities – NOT MET** |  |  |  |  |
| 4.1 | No Enhancement policy. Who is responsible for Enhancement? What’s the strategy? | Develop a QAE policy which brings together all relevant content | QAE policy  Teacher/staff handbook  Student handbook  Website | JP | 30/6/18 |
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