

## Askham Bryan College Quality Improvement Plan

In summary the QAA HER report states:

- the maintenance of the threshold academic standards of the awards offered on behalf of degree-awarding bodies **meets** UK expectations.
- the quality of student learning opportunities **is commended**
- the quality of the provider's information about learning opportunities **meets UK expectations**
- the enhancement of student learning opportunities **is commended**

### **Good practice**

The draft report is likely to highlight the following instances of good practice that the review team considers makes a positive contribution to the students' learning experiences:

- *The significant involvement of employers in curriculum design, development and approval processes (Expectations A4, B1, B8)*
- *The integration of academic and pastoral support for students provided by course managers and support staff, and aided by specialist software (Expectation B4)*
- *The range of specialist student support and expertise provided by the College from application through to graduation (Expectation B4)*
- *The effective use of bridging programmes to facilitate student progression from level 5 to 6 (Expectation B4, Enhancement)*
- *The extensive mechanisms to engage and respond to the student voice at all levels (Expectation B5, Enhancement)*
- *The proactive and systematic approach of staff across the College to the enhancement of student learning opportunities (Enhancement)*

### **Affirmations**

The report is likely to include some affirmations of courses of action that the provider has identified. Those identified at this stage are listed below:

- *The provision of staff development to address inconsistency between annual course reports (Expectation B8)*
- *The piloting of text messaging software to address student concerns in respect of course management and organisation (Expectation B3)*

There were **no recommendations** resulting from the Review.

**Askham Bryan College**

**Higher Education Quality Improvement Plan**

<b>Proposed action</b>	<b>Sources of evidence</b>	<b>Timescales/ Progress</b>
<p><b>Further evolve the role of employers building on the good practice in</b> curriculum design, development and approval processes (Expectations A4, B1, B8).</p>	<ul style="list-style-type: none"> <li>• Attendance of employers to technical advisory groups</li> <li>• Active involvement of employers in validations and revisions to programmes/modules</li> <li>• Employer feedback following WBPL</li> </ul>	<p>Animal management TAG group (a) took place Jun 2014 and was well attend. A further group took place for a specialist line in July 2014.</p> <p>Review termly</p> <p>Working party to further develop documentation to support WBPL to be completed by Sep 14. Vocational Placement modules revised for 2014/15, work on-going during Autumn 2014.</p>
<p><b>Introduce bridging programmes for Level 3 to level 4 and Level 4 to Level 5 progression building on the existing identified good practice in the</b> 'effective use of bridging programmes to facilitate student progression from level 5 to 6' (Expectation B4, Enhancement).</p>	<ul style="list-style-type: none"> <li>• Student engagement in attending the timetabled activity (attendance)</li> <li>• Feedback from students following the programme (satisfaction)</li> <li>• Reflective feedback from students (mid-year survey)</li> </ul>	<p>Programme rolled out at all levels. Further work to be undertaken to ensure all students can and do access provision as necessary.</p> <p>Review October 2014</p> <p>Review February 2015</p>
<p><b>Evaluate the impact</b> of the good practice identified in the 'range of specialist student support and expertise provided by the College from application through to graduation (Expectation B4).</p>	<ul style="list-style-type: none"> <li>• Data collection relating to students making disclosures</li> <li>• Data collection of those that access</li> </ul>	<p>Review in ACR for 2013/14</p> <p>Collect data during induction to October annually. Consider additional referrals in-year.</p>

	<p><i>assessment</i></p> <ul style="list-style-type: none"> <li>• <i>Data collection of those that access support arrangements</i></li> <li>• <i>Analysis of survey data for those that access and use support services</i></li> <li>• <i>Analysis of achievement against the College achievement data for HE</i></li> </ul>	<p><i>Collect attendance data for 2014/15 termly</i></p> <p><i>Mid-year survey</i></p> <p><i>Analyse in Annual Course reports and in the annual Self-Evaluation Document.</i></p>
<p><b>Audit the use and impact of ProMonitor to measure the impact of the</b> ‘the integration of academic and pastoral support for students provided by course managers and support staff, and aided by specialist software (Expectation B4).</p>	<ul style="list-style-type: none"> <li>• <i>Undertake annual CPD for Pro-Monitor set up and use to set expectations</i></li> <li>• <i>Pro-Monitor audit (tutorial support)</i></li> <li>• <i>Pro-Monitor audit (tracking progress against individual targets)</i></li> <li>• <i>Pro-Monitor audit (learning support / student services)</i></li> </ul>	<p><i>September annually – attendance record. Completed September 2014.</i></p> <p><i>HE team to undertake random sampling</i></p>
<p><b>Continue to embed a sustainable model of support to empower and enable student representative to complement</b> ‘the extensive mechanisms to engage and respond to the student voice at all levels’ (Expectation B5, Enhancement).</p>	<ul style="list-style-type: none"> <li>• <i>Elections for Lead Student Reps, L5 (progression) and L6 (progression) student reps each Summer term</i></li> <li>• <i>Training programme for existing Reps to offer mentoring support to new reps annually</i></li> <li>• <i>Launch peer review certification for the impact of reps in their roles</i></li> <li>• <i>Evaluate rep feedback and improve training and support annually</i></li> </ul>	<p><i>Completed May 2014</i></p> <p><i>Completed May 2014</i></p> <p><i>Completed Jul 2014 for 2013/14, repeat annually</i></p> <p><i>All feedback mechanisms feed into the improvement process</i></p>

<p><b>Measure the use, impact and opportunities in the use of</b> 'text messaging software to address student concerns in respect of course management and organisation' (Expectation B3).</p>	<ul style="list-style-type: none"> <li>• <i>Staff CPD to ensure consistency of use</i></li> <li>• <i>Measure impact via induction and mid-year survey</i></li> </ul>	<p><i>Attendance to CPD (Sept) Completed September 2014.</i></p> <p><i>Analyse student perceptions through induction and mid-year survey</i></p>
<p><b>Evaluate the impact of the staff CPD programme in the development and validation of</b> 'annual course reports' (Expectation B8).</p>	<ul style="list-style-type: none"> <li>• <i>Quality of annual course reports produced including KPIs that reflect measurable improvements</i></li> <li>• <i>Analyse feedback from CPD and develop support mechanisms</i></li> </ul>	<p><i>Validating partner attends ratification meeting, feedback to be sought</i></p> <p><i>Validating partner rep to lead underpinning training – attendee feedback to gauge satisfaction</i></p>
<p><b>Evaluate the introduction of the HE Careers Education, Guidance and Employability Policy and measure the impact of the</b> post-holder</p>	<ul style="list-style-type: none"> <li>• <i>Analyse feedback from users (201314 and 201415)</i></li> <li>• <i>Undertake appraisal of post-holder and agree programme for 201415 (2<sup>nd</sup> year of post)</i></li> <li>• <i>Evaluate destination/progression data for improving trends.</i></li> </ul>	<p><i>Post-holder to produce annual report on service access, use and impact and provide plans for the following year</i></p>