

QAA Higher Education Review – Action Plan Response to St Mellitus College’s HER Report [November 2017]

Findings	Actions to be Taken	Timescale	Action Owner	Success Indicators	Progress
Good Practice 1. The comprehensive arrangements for personal, academic and professional support provided to students through the Formation Group system, which is integral to the College's ethos (Expectation B4).	To maintain good practice in this area, the College will undertake the following actions:	1. July 2018	1. Deans	1. Formation tutors are recruited in line with student numbers	
	1. Ensure maintenance of the student staff ratio through tracking student numbers and staff recruitment.	2. Sept 2018	2. Lead Tutor for Undergraduates	2. Support for undergraduate students, both for academic study and in preparation for graduate destinations, is enhanced	
	2. Clarify the aim and academic expectations of Formation Groups for undergraduate students and include employability session[s] as part of programme	3. Sept 2018	3. Deans	3. Expectations for staff and students are clear	
	3. Formalise the frequency of tutorials and Formation Group sessions for all students.	4. Sept 2018	4. Assistant Dean	4. Consistency in supervisor visits across all tutors.	
Good Practice 2. The tiered approach to the provision of study skills, which supports effective student transition and development (Expectation B4).	To maintain good practice in this area, the College will undertake the following actions:	1. Sept 2018	1. Lead Tutor for Academic Development	1. Programme in place in advance of the start of the academic year.	
	1. Offer a unified and coherent Academic Development programme across all four centres & redevelop the academic development programme to focus on developing students’ skills-set, in accordance with study skills literature, as well as offering occasional specific assessment-based input	2. Sept 2018	2. Student Development Officer	2. Resources are available on Moodle in advance of the start 2018-19.	
Good Practice 3. The comprehensive and systematic use made of the virtual learning environment to ensure highly effective College-wide access to institutional information (Expectation C).	To maintain good practice in this area, the College will undertake the following actions:	1. Ongoing	1. Director of Education	1. Policies kept up-to-date in light of changing regulation and strategic decisions	
	1. Systematic review of policies and documents on the Moodle Handbook according to the review cycle	2. Sept 2018	2. Academic Director	2. Process on Moodle in advance of open date for student applications	
	2. Dissertation Application Process and Module Options Application Process moving onto Moodle for 2018/19	3. Oct 2018	3. Academic Director	3. Public information about programmes available for prospective students	

	4. Create video guides for Moodle on how to access learning resources	4. Oct 2018	4. Lead Tutor for Learning Resources	4. Decrease in student queries and increase in use of digital resources	
Recommendation 1. Put in place mechanisms and measurable targets, with timescales, to facilitate implementation of the recently developed College Learning and Teaching Strategy (Expectation B3) Deadline: June 2018	To attend to this recommendation, the College will undertake the following actions: 1. Allocate strategic priorities to relevant members of the Academic Working Group [AWG] 2. Set 2017-18 objectives, measures, and timescales against each of the strategic priorities 3. Monitor progress against objectives through standing item on AWG agenda 4. Set 2018-19 objectives, measures, and timescales against each of the strategic priorities	1. Feb 2018 2. March 2018 3. May 2018 4. June 2018	1. Director of Education 2. AWG 3. Director of Education 4. AWG	1. Relevant staff members clear about the responsibility they hold 2. SMART objectives set for the 2017-18 academic year 3. AWG clear about progress against objectives and able to prioritise time 4. SMART objectives set for the 2018-19 to guide decision-making	The AWG has allocated priorities and set 2017-18 objectives, measures and timescales.
Recommendation 2. Implement a robust system for the recording of student complaints to ensure transparency for all stakeholders (Expectation B9). Deadline: June 2018	To attend to this recommendation, the College will undertake the following actions: 1. Track informal student complaints through a standing item on National Academic Staff Meeting Team agenda 2. Create template to ensure robust documentation of Stage 1 and Stage 2 of the Complaints Process. This documentation will form the report to the Management Team and Executive Committee to ensure transparency for all stakeholders. 3. Schedule staff training in the student complaints policy and process. 4. Add student complaints policy to induction for new staff.	1. June 2018 2. June 2018 3. June 2018 4. June 2018	1. Dean 2. Academic Coordinator 3. Director of Education 4. Director of Education	1. College aware of trends in informal complaints to address potential issues early 2. Recording of student complaints clearly mapped on to the student complaints policy to ensure transparency 3. Staff are clear about the policy in place and their role in executing it. 4. New staff are clear about the policy and their role in executing it.	

<p>Recommendation 3. Develop further a more strategic and deliberate approach to enhancement through clearly articulated links to initiatives in support of student learning opportunities (Enhancement). Deadline: September 2018</p>	<p>To attend to this recommendation, the College will undertake the following actions:</p> <ol style="list-style-type: none"> 1. Develop a strategy for enhancement that clearly identifies approaches to enhancement at local and national levels, explicitly linking strategic decisions to quality assurance processes and initiatives to support student learning. 2. Approve strategy for enhancement at Academic Working Group and Management Team. 3. Communicate enhancement strategy to staff and enhancement initiatives to students. 	<ol style="list-style-type: none"> 1. June 2018 2. June 2018 3. Sept 2018 	<ol style="list-style-type: none"> 1. Director of Education 2. Director of Education 3. Director of Education 	<ol style="list-style-type: none"> 1. Strategy in place that sets an agenda for enhancement across the College 2. Strategy approved and in place 3. Staff are aware of the strategy of enhancement and their contribution. Students are aware of the enhancement initiatives the College is focusing on. 	
<p>Affirmation 1. The measures being taken by the College to ensure consistency in the marking and moderation process and to improve the timing and effectiveness of feedback (Expectation B6).</p>	<p>To maintain this affirmation, the College will undertake the following actions:</p> <ol style="list-style-type: none"> 1. To ensure consistency in marking and moderation, the Lead Tutor for Assessment will continue to: schedule regular staff training in assessment, induct all new staff in the marking process and criteria, oversee the allocation of papers to markers, and ensure the rigour of the moderation process. For 2017-18, much of the moderation will be undertaken by the module leader, enabling them to compare the range and distribution of marks from different markers. In addition, the Lead Tutor for Assessment will review the range of marks for a module before the module is released to the students. 2. To ensure turnaround of all papers within 5 weeks, the following procedures are in place: dates for return are published to students on the VLE; staff are given marking allocations at the beginning of the academic year; marking turnaround is monitored by the Assessment Administrator, Lead Tutor for Assessment, and through a regular agenda item at staff meetings. 	<ol style="list-style-type: none"> 1. July 2018 2. July 2018 	<ol style="list-style-type: none"> 1. Lead Tutor for Assessment 2. Lead Tutor for Assessment 	<ol style="list-style-type: none"> 1. Consistency in marking and moderation across the College, confirmed through the Exam Boards and External Examiner. 2. Students receive assessments within 5 term weeks of submission. 	

Affirmation 2. the steps being taken to implement the revised arrangements for the management of youth ministry placements and the support provided to students and supervisors (Expectation B10).	To maintain this affirmation, the College will undertake the following actions: 1. Conduct an autumn review of the placement handbook and placement set up process in the light of how it has gone with the new incoming students 2. Add supervisor reflection on experience of the placement set up process as part of the annual placement visit report in year 1 of study. 3. Add student reflection on placement set up, induction and settling in to Placement Review task in year 1 of study.	1. Nov 2018	1. Lead Tutor for Youth Ministry	1. Confidence in rigour of placement process with necessary changes being made	
		2. Jan 2019	2. Lead Tutor for Youth Ministry	2. Supervisor experience taken into account with appropriate changes being made	
		3. Jan 2019	3. Lead Tutor for Youth Ministry	3. Student experience used to review and revise placement arrangements to ensure students are supported.	