

# Moorlands College

## QAA HER AP Review

### Action Plan

This action plan was created with the help of student input, via the Lead Student Representative, and approved by Academic Board, with its student representation, 11 September 2018, before final approval by the Principal, 14 September 2018. It was subsequently updated by the Academic Board, 28 November 2018.

#### GOOD PRACTICE

The following items of good practice were identified in the HER AP Report and have been noted by the Academic Board.

1. The careful design of programmes to integrate theory and practice, which enables students and graduates to apply their learning successfully (B1, B10).
2. The reflective nature of learning, reinforced by the comprehensive nature of the placements, which provides vocationally relevant enrichment to the programmes, thus greatly enhancing the students' competence in practice (B3, B10 ).
3. The multi-layered support structures, which enable students to develop fully their academic, personal and professional potential (B4).

#### RECOMMENDATIONS

*Entries in italics are viewed as closed.*

	<b>Actions to be taken</b>	<b>Date for completion</b>	<b>Action by</b>	<b>Success indicators</b>	<b>Progress</b>
<i>1. Ensure needs of non-standard and direct entry students</i>	<i>a) The needs of such students are identified and</i>	<i>September 2018</i>	<i>Admissions Manager</i>	<i>All relevant staff are aware of the needs of such students and</i>	<i>Students in this category were identified during the Admissions process and relevant staff were</i>

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<i>are identified during the admission process to ensure they are able to commence their programme on an equal basis with other students (B2, B4, B6, C). For details see report, 2.15-16; 3.8.</i>	<i>communicated to relevant staff.  See also items under recommendation 2.</i>			<i>enabled to support them appropriately.</i>	<i>reminded of expectations of initial induction support for them, 16 August.</i>
<i>2. Review the arrangements for induction and ongoing transition, including progression between defined periods of study and for students who begin at different points in the academic cycle, to ensure all students are able to successfully progress and complete their programme (B4). See report 2.47-48.</i>	<i>a) Conduct a thorough review of transition, orientation and study skills sessions for all students.  b) Ensure a smooth flow of information to all staff involved with direct entry students.  c) Such students are supplied with all relevant information in good time.</i>	<i>September 2018</i>	<i>BA Course Leader  Academic Manager  Academic Manager</i>	<i>The transition, orientation and study skills input is effective.  Staff are able to prepare direct entry students for their studies.  Such students are able to access the relevant VLE pages in good time.</i>	<i>A review was conducted. Changes include significantly more sessions on study skills in level 4 (live and recorded), the introduction of a study skills VLE page for levels 4-6, and engagement with students to prioritise topics at each level of study.  Responsible staff have been informed about direct entry students within a week of registration.  All registered students received information in the normal way through the VLE pages that went live to them on 3 August. Direct entry students who registered after that date had access to their relevant VLE pages within a week of registration.</i>

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	<i>d) Ensure that one-to-one induction of direct entry students is properly carried out.</i>		<i>BA Course Leader</i>	<i>Direct entry students are well prepared for their studies.</i>	<i>Necessary initial induction took place for 2018 direct entrants both before and at the start of studies.. Academic Board approved a checklist for “Inducting Direct Entry Students” (28 November 2018, item 3).</i>
<i>3. Develop a mechanism for identifying and recording informal complaints to enable effective monitoring (B9). See report 2.85-86.</i>	<i>a) Develop a way of better defining, capturing and reporting on informal complaints raised by student representatives or by students direct to a Course Leader. Make any necessary revisions to the Complaints Policy.</i>	<i>September 2018</i>	<i>Vice-Principal (Quality)</i>	<i>The policy ensures that a high quality complaints report, including indication of and reflection on recurring issues, is presented annually to the Academic Board, to enable institutional learning.</i>	<i>Academic Board agreed a change to the Complaints Policy (11 September 2018, item 16) that required a more robust mechanism for identifying and recording informal complaints, operational from 2018-19.</i>
<i>4. Ensure that the system for managing library resources enables students to have appropriate and timely access to those learning resources (B4, C). See report 2.45-46.</i>	<i>a) Review costs and benefits of a more secure, check-out staffed library at Christchurch. Report presented to SMT for decision (Academic Board for information).</i>  <i>b) Create a target-led system of e-book purchasing to ensure appropriate increase in this area. Report presented to SMT for decision (Academic Board for information).</i>	<i>December 2018</i>	<i>Vice-Principal (Academic)</i>  <i>Vice-Principal (Academic)</i>	<i>Clear timescale established for any further action.</i>  <i>Effective system in place to ensure increased purchasing of e-books.</i>	

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5. Review, revise and implement the Information Policy to ensure the effective communication of information that is fit for purpose, accessible and trustworthy (C). See report 3.1, 3.8-11.	<p>a) <i>Communication with direct entry and non-standard entry students (3.8):</i> See under recommendations 1 and 2 above.</p> <p>b) <i>Communication between College, placements and students, and the quality of feedback to students (3.9), implementation of the Information Policy, and use of regular channels of communication (3.10):</i> Determine specific weaknesses in communication and address them.</p> <p>c) <i>Information Policy (3.1, 11):</i> Review and revise.</p>	December 2018	<p>See above.</p> <p>Vice-Principal (Quality)</p> <p>Vice-Principal (Quality)</p>	<p>Communication is consistently fit for purpose, consistent and trustworthy.</p> <p>Students receive all relevant information from the College in formats that are high quality, accessible and fit for purpose, and in conformance with the Information Policy. Supervisors give high quality feedback to students. The Information Policy is rigorously implemented.</p> <p>The Information Policy ensures that all information is fit for purpose, accessible and trustworthy.</p>	<p>See above under recommendations 1 and 2.</p> <p>Academic Board (28 November 2018, item 22) received a report of a survey of communication issues, which identified various weaknesses and set actions for their addressing.</p>
6. Develop further and articulate the provider-level strategy for enhancement to ensure a more deliberative and	a) Review the Enhancement Policy for clarity.	December 2018	Vice-Principal (Quality)	The policy is clear.	Academic Board (28 November 2018, item 11) approved a substantially revised Enhancement Policy, which specifies clear actions to ensure

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consistent approach to enhancing the student learning opportunities (Enhancement). See <i>report 4.6-4.8.</i>	b) Train senior staff in the policy.	December 2018	Vice-Principal (Quality)	Senior staff understand and are committed to implement the policy.	that enhancement is deliberately and consistently undertaken.  Academic Board (28 November 2018,item 11) noted that a training event for senior staff is in the diary.

#### **AFFIRMATIONS**

	<b>Actions to be taken</b>	<b>Date for completion</b>	<b>Action by</b>	<b>Success indicators</b>	<b>Progress</b>
<i>none</i>					

#### **DOCUMENT HISTORY**

11 September 2018	Approved by Academic Board.
14 September 2018	Approved by Principal.
28 November 2018	Approved by Academic Board