LEEDS TRINITY UNIVERSITY

Action Plan in response to recommendations arising from QAA HE Review, May 2015.
Received and approved by the Academic Board at its meeting on 21 October 2015.

This version was the final report on the Action Plan submitted to the Academic Board at its
meeting on 14 July 2016.

Context

The QAA HE Review Report includes features of good practice, specific recommendations and 'affirmations' of certain actions that were already in progress at the time of the review.   The Action Plan incorporates all these aspects.

Responsibility for oversight of progress against the Action Plan has rested with the Learning & Teaching Committee. Updates have been provided to the Learning & Teaching Committee in November 2015 and March 2016. Final sign-off of the Action Plan was undertaken by the Academic Board at its meeting on 14 July 2016.

Catherine Cobbett
Academic Registrar

Recommendations, Features of Good Practice and Affirmations.		Action Agreed	Lead	Progress Review	Status
Recommendations to be completed by September 2015					
1	Update the admissions policy to reflect institutional practice on appeals. Report paragraph: 2.27	1.1 Align Admissions Policy with Admissions Complaints procedure with to clarify that a complaint is not admissible against an admissions decision.	Assistant Academic Registrar (Student Administration)	Revised Admissions Policy approved at Academic Board 25 June 2015.	Completed.
	Update the admissions policy to reflect the sequencing of assessment of reasonable adjustments for disabled applicants. Report paragraph: 2.27	1.2 Admissions Policy to ensure reflects sequencing of assessment of reasonable adjustment for disabled applicants which takes place after an offer of a place has been made based on academic criteria.			Completed.
2	With the University of Leeds make explicit the provision for students in the event of termination of the accreditation agreement. Report paragraph: 2.118	2.1 To liaise with the Quality Assurance Office of the University of Leeds to review accreditation agreement to ensure makes provision for Postgraduate Research students and remaining undergraduate students (5) in the event of termination of the agreement.	Director of Research and Academic Registrar	Contact with University of Leeds initiated. 'Letter of Adjustment' to the existing agreement to be prepared.	Completed.

3.	Clarify the policy on automatic enrolment onto the Level 7 PGCert in public information for the Professional Graduate Certificate in Education and make the programme specification for the PGCE Secondary publicly available. Report paragraph: 3.6	3.1 Institute of Childhood Education to review and confirm policy. 3.2 Programme Specification for PGCE Secondary Education and Primary Education to be reviewed and amended to reflect agreed policy. To be confirmed through DAC. 3.3 Revised Programme Specification(s) to be filed on Programme Catalogue. 3.4 ICE to review handbooks and programme information to ensure policy on Level 7 PGCert is clear and explicit. 3.5 Marketing & Communications to review recruitment materials to ensure policy on Level 7 PGCert is clear and explicit.	Director of ICE. (PD) ICE Deputy Director Quality (SW) SW and AQSO SW Tania Clarke.	ICE (PD & SW) advised of action requirements 24/07/15. Meeting held 21 July and actions agreed to include update of LTU web site and programme handbooks.	Completed. Completed. Completed. Completed.
Recommendation **to be completed by February 2016**					
4	Clarify the entry requirements for international students in the admissions agreements with overseas institutions, to ensure equivalence for all applicants.	4.1 Admissions agreements to be reviewed and re-negotiated as required with the following institutions: Shanghai Dianji University Wuhan Textile University Shanghai University of Political Science & Law With respect to MA Business Management.	Director of International Development. AQSO	Admissions agreements reviewed. Confirmed that full completion of UG degree required for admission and this is reflected in agreement.	Completed.

	Report paragraph: 2.117			Agreements to be reviewed at the time that the agreements might be renewed in August 2016. The Admissions Policy has been amended to include clause to the effect that 'all admissions agreements have to ensure that an applicant has completed their full undergraduate degree, whatever the time period taken for that, evidence by a full academic transcript.	Proposal to Student Recruitment Group 22/10/15 and thence to Planning Committee and Academic Board. Completed AB 02/12/15

Recommendations, Features of Good Practice and Affirmations.	Action Agreed	Lead	Progress Review	Status
Affirmations - For the purpose of the Final Update actions against affirmations noted as 'completed', however in all instances work will continue to enhance these areas.				
5 The steps being taken to improve the provision and presentation of student data at programme and department level. Report paragraph: 1.57	5.1 Review data output from Academic Annual Review 2013/14 and provide enhanced data for AAR 2014/15.	DVC & Planning & Information Manager.	Data enhanced for use from next round of Annual Academic Review. Enhancements to review data advised 17 August incorporating 2015 NSS and MEQ data. Ongoing enhancement to review data for academic review of 2014/15.	Completed.
6 The measures being implemented to improve the review, interpretation and analysis of student performance data in academic review. Report paragraph: 1.58	6.1 Briefing sessions for Programme Leaders and Heads of Schools, Director of Institute of Childhood Education.	DVC & Planning & Information Manager	Open staff meetings arranged for Thursday 25 June and Tuesday 30 June 2015. Update Workshops arranged June 2016 to support academic review of 2014/15.	Completed.

Recommendations, Features of Good Practice and Affirmations.	Action Agreed	Lead	Progress Review	Status
Affirmations				
7 The work being undertaken to improve student retention, progression and achievement. Report paragraph: 2.53	7.1 Enhancement to transition to HE arrangements as part of INTRO.	Director of Student Support.	Range of enhancements included in INTRO '15, such as: – splitting arrivals over two days of the weekend had significant impact on Range of enhancements included in INTRO '15, such as: – splitting arrivals over two days of the weekend had significant impact on establishing a calm atmosphere. - First-meal hampers in hall kitchens very well received. -Range of other 'meet & greet' activities. Settling-in Group started from 1st October. Update 'Differential Outcomes Group' established under the chair of the DVC to consider matters of student progression and	Completed.

				achievement. An action arising from review of student outcomes recorded within the Institutional Annual Quality Report for 2014/15.	
		7.2 Implementation of LTAS and monitoring of it by LTAS Steering Group.	DVC & Professor of HE Pedagogy.	Meetings taking place, regular report to each meeting of LTC.	Completed.
8	The steps being taken to improve student engagement with deliberative committees. Report paragraph: 2.62	8.1 To carry forward actions proposed through Student Engagement Strategy, in particular Theme One: Student Voice and Representation.	Chief Operating Officer, Assistant Academic Registrar (AQSO), LTSU President. Oversight of progress against the Action Plan of the strategy undertaken by the Student Experience and Engagement Committee.	Student Engagement Strategy approved by Academic Board 25/06/15. The Action Plan for the Strategy (April '16) reports on progress, in addition SEEC received 'Students' Union Proposal for Improvements to Student Representation' (May '16) actions include: - Online platform for student rep. area on new LTSU website Summer 2016; - Draft role descriptor;	Completed.

				- Review role of SSAC/re-write guidance; - Improved data sharing; - Improve bespoke training; - Improve circulation of papers; - Calendar of meetings; - including *inter alia*: - LTSU appointment of Student Community Development Co-ordinators to liaise on a range of matters, incldg. Student representation; - LTSU new approach to stdt. Rep. training in 2015, differentiated betw. new and returning. - Weekly mtgs. with the Academic Quality Student Engagement Officer. Improved attendance by Student Representatives at	

				Academic Board and its Committees, as noted through Committee Annual Reports.	
9	The introduction of programme-level assessment; Report paragraph: 2.74	9.1 Implementation of LTAS and monitoring of it by LTAS Steering Group.	DVC & Professor of HE Pedagogy	LTAS Steering Group established LTC, 30.09.15. See item 7 above. <u>Update</u> Programme Level Assessment introduced for L4 3yr	Completed.

				UG programmes (excluding QTS). Marking arrangements and regulation approved by AB 2.12.15.	
	The consideration by external examiners of programme-level achievement data. Report paragraph: 2.74	9.2 Implementation of Programme Boards of Examiners.	DVC, Heads of Schools & Academic Registrar.	<u>Update March 2016</u> Arrangements for 2015/16: Panels of Examiners: Subject examiners for programmes and modules to cover: L4 & 5 FD; L5 & 6 Hons.all L7. Board of Examiners: Progression and Award all programmes.	Completed.
10	The action being taken to ensure the timely production, consideration and approval of annual review reports. Report paragraph: 2.99	10.2 Schedule for more timely consideration of annual academic review through the academic deliberative structure reflected in the meeting calendar 2015/16.	Academic Registrar.	Meeting Calendar for 2015/16 received by Academic Board 25/06/15. DACs complete review of PARs and DARs mid-November. Reports considered	Completed.

| | | | | through Reviews Group and LTC.

Annual Review activity conducted according to published scheduled.

Academic Board received Institutional Annual Quality Report 03/02/16 compared to 11/03/15. | |

Recommendations, Features of Good Practice and Affirmations.	Action Agreed	Lead	Progress Review	Status
Good Practice				
11 The comprehensive Programme Design and Approval Handbook, which provides extensive and useful guidance for programme design teams and approval panel members. Report paragraph: 2.13	10.1 To maintain annual update of PDAH to incorporate developments from the LTAS and which should be reflected through the programme approval process.	Assistant Academic Registrar (Academic Quality & Standards)	Updates for the PDAH recorded as they are proposed.	PDAH for 2016/17 to Approvals Group 29.06.16.
12 The work of the Learning Hub, which provides extensive and valued professional, academic and pastoral support for students. Report paragraph: 2.51	12.1 Graduate Intern appointed for September to develop Learning Hub and Peer Learning Mentor (PLM) social media output by increasing reach and interactivity; to source, create and develop innovative online resources for the Learning Hub Moodle page; to explore methods to develop an interactive and student-friendly online presence; to conduct communications activities to promote the Learning Hub and the PLMs. 12.2 Expanded work with applicants in partnership with Primary and Secondary Education: provide tuition and workshops for GCSE Equivalency and the Professional Skills tests.	Head of Academic Development and Student Achievement Coordinator.	Delivered 14/09/15. Ongoing. Work with applicants both via workshops and one to one continues to grow.	

		12.3 Plan to increase embedded workshops in departments for AY 2015/16 to proactively support a larger number of students.		Number of embedded workshops already exceeded that of last year 01/03/16.	
		12.4 Working with Schools and Colleges Liaison team to plan summer school sessions for end of August/beginning of September 2015.		Delivered 04/09/15.	
		12.5 Staff development workshop on Enquiry Based Learning to share good practice.		Delivered 02/07/15.	
13	The work of the Peer Learning Mentors, which provides structured and accessible support for undergraduate students, and has a positive impact on students' academic development.\n\nReport paragraph: 2.52	13.1 Extending provision to postgraduate students as well as all undergraduate and foundation level.\n\n13.2 Graduate Intern has been appointed for September to develop PLM social media output by increasing reach and interactivity; to explore methods to develop an interactive and student-friendly online presence; to conduct communications activities to promote the PLMs.\n\n13.3 Training programme has been expanded and developed to better equip the PLMs.\n\n13.4 Following primary research into awareness and engagement amongst students at the university changes made.	Head of Academic Development and Student Achievement Coordinator	Delivered 01/10/15.\n\n\n\n\n\nOngoing – training constantly reviewed.\n\n\n\nDelivered 01/10/16.	

		For example, Moodle forums will now be email and Skype sessions. 13.5 All PLM sessions, and introductions to departmental PLMs will be advertised to L4 students on the LTyou portal before they commence their studies in AY 2015/16.			
14	The provision of extended and relevant work-placement opportunities across all taught programmes which promotes students' employability. Report paragraph: 2.54	14.1 New for 2015/16: • Improved guidance for placement tutors and first time placement providers to improve overall placement experience. • Improved tracking of placement tutor contact with students and placement providers to ensure consistent and good practice applied across all departments. • A new 2-week preparation phase for L4s to boost confidence, address key skill gaps and encourage research, sector awareness and self0reflection to enable improved placement performance for all students.	Head of Partnerships and Placements.	<u>Update</u> LTU presented to two QAA Enhancement Network Seminars in May 2016. Placement Tutor Guidance updated and circulated. Input and reporting systems in place to record tutor contact. Placement Tutor Workshops scheduled for April to cover best practice and how to record contact. 2 week programme scheduled and booking system live for students.	
15	The strong and extensive partnership with employers, which informs curriculum design and assessment, and promotes students'	15.1 Heads of Schools and the Director of ICE will continue to promote employer forums within their areas. 15.2 New programme approval teams to include input from relevant employers.	Head of School of Arts and Communication; Head of School of Social and Health Sciences; Director of Childhood Education;	<u>Update</u> The L4 2 week programme written and delivered in collaboration with employers.	

| | progression into employment.

Report paragraph:2.120 | 15.3 Careers and Employability to run a series of events facilitating employer engagement with the University, as follows: - employer 'thank you lunch' 24 June 2015. | Head of Partnership & Placements. | Employer Forums scheduled for April to discuss apprenticeships and potential collaboration.

Ongoing employer events scheduled through year through Partnerships & Placements, including the Leeds Trinity Business Network, Conferences, Training events and Fairs – resulting in placements, mentors, business start-up support, part time and graduate jobs. | |