

## University of Wales Trinity Saint David: Action Plan relating to QAA Partial Review of the Birmingham Learning Centre June 2019 (*signed-off by Senate as completed on 10 February 2021*)

\* **Status update** – please provide a status update indicating the month/year of the update (MM/YYYY). Please also colour code the cell for the status update as follows:

	Action completed
	Action ongoing/on track for deadline
	No progress made to date/currently behind schedule

	Commendations	Action to be taken	Target date	Committee	Action by	Proposed outcomes	Report and evaluation	Status update*
1	Personalised student support throughout the student journey – including mechanisms for preparing, socialising, inducting and enrolling students.	<p>The University will continue to enhance personalised student support and actions in this area include:</p> <p>The piloting of peer mentoring to provide additional personalised support (with an emphasis on transition support) and to continue to develop induction arrangements that address the needs of individual students</p>	<p><del>30 June 2020</del> Revised to 30 October 2020</p>	SEC	Provost (London & Birmingham), Academic Centre Manager	Peer mentoring pilot introduced in Birmingham as part of the overarching University pilot	Report to SEC in October 2020	The BLC has now formally updated its retention plans in recognition of the adjustments required by Covid-19 to student-facing support.
2	Steps taken to adapt programme delivery to ensure effective engagement of the student body.	The University intends to continue with these aspects of its work and focused CPD sessions have been offered to all staff in key areas focused on student engagement with their studies.	N/A					

	Recommendations	Action to be taken	Target date	Committee	Action by	Proposed outcomes	Report and evaluation	Status update*
3	That the University puts in place mechanisms to strengthen the assurance that the academic standards of awards at different sites are comparable.	Implement the new 'External Programme Reviewer' (EPR) role which was added to Chapter 4 of the Academic Quality Handbook 2019/20 as a result of this issue being raised in June 2019.	30 June 2020 <b>Delayed due to Covid-19</b>	Academic Standards Committee (ASC)	Associate PVC (Academic Experience)	<p>The EPR will provide an additional layer of oversight to any programmes being delivered at multiple locations and/or to multiple cohorts where it is not possible to appoint a single External Examiner.</p> <p>Specific actions are:</p> <ul style="list-style-type: none"> <li>• EPRs appointed in line with the new regulations</li> <li>• Report produced by the EPRs and discussed at ASC</li> </ul>	Overview report to ASC June 2020 & Annual report to Senate <b>Delayed due to Covid-19</b>	EPR report was received. The EPR and an Academic Office officer attended the CertHE Programme Board on 05.11.20 for the EPR to present his report to the Team. Following reflection on this pilot, it was felt that in the light of the wide variety of programmes falling under this remit, other methods of additional oversight could be utilised more effectively than the piloted EPR process. It was agreed to revise

							Chapter 4 to remove reference to the EPR role to provide the flexibility needed. See report to Senate on 10.02.2021 on the revision to Chapter 4.
	Ensure that the CertHE Programme Board considers issues relating to the comparability of standards at each meeting.	30 June 2020	CertHE Programme Board	Chair of CertHE Programme Board	Comparability of standards monitored and evidenced by the Programme Board	Minutes and action plans of the CertHE Programme Board are reported to each meeting of ASC	PBs held 29/11/19 (BLC), 03/04/20 (LC), 16/07/20 (Swansea). Next scheduled for 05/11/20 (BLC)
	ASC to analyse APRs of affected programmes to ensure reporting on academic standards is holistic.	30 June 2020	ASC	Chair of ASC (Associate PVC (Academic Experience))	Consistent approach to reporting across the CertHE delivery locations.	Documentation to ASC Annual Monitoring Meeting March 2020	APR template and practices were adapted for 2019/20 (for analysis of 18/19 academic year) to ensure a holistic analysis across site

4	That the University ensures greater clarity of the information provided to students about the availability and nature of the Certificate of Higher Education in International Hotel Management programme.	<p>The Birmingham Learning Centre is not currently recruiting to the CertHE International Hotel Management and the programme has been removed from the Centre's website. Marketing material for the programme was reviewed after the QAA's visit to ensure that it accurately reflects where the programme is delivered, including the use and nature of the placements.</p> <p>Undertake a follow up check on all publicity to ensure accuracy.</p>	31 January 2020	Academic Discipline Board	Programme Manager	Accurate marketing information published on the website.	Report to IMH Institute Board	Programme is still not in recruitment at BLC
5	That the University systematically collects and analyses student satisfaction data at module and programme level at the Birmingham Learning Centre.	Ensure that the module questionnaire is implemented at the end of each module for all cohorts.	30 June 2020	Academic Discipline Board	Academic and Centre Manager	Improved response rates to module questionnaire.	Progress on issue reported to ASC via the CertHE Programme Board reporting structure	Online MEQ has now been rolled out and data is being collected. Early results are that engagement rates are much higher than with the previous MEQ system. This is being enhanced

								with in-class reminders for the final three weeks of term.
		Work with the Student Experience section of the Academic Office to implement the NSS pilot for students normally not included within the NSS population (i.e. CertHE students).	30 June 2020	CertHE programme Board & Student Experience Committee (SEC)	Chair of the CertHE Programme Board with Associate PVC (Academic Experience)	Enhanced opportunities for students to provide feedback at programme level via the NSS pilot.	Report to SEC	NSS pilot was completed. Participation rates were low. Additional action plans in place for 20/21 AY to encourage higher participation rate.
	<b>Affirmations</b>	<b>Action to be taken</b>	<b>Target date</b>	<b>Committee</b>	<b>Action by</b>	<b>Proposed outcomes</b>	<b>Report and evaluation</b>	<b>Status update*</b>
6	The steps being taken to address retention issues in a systematic way.	Continue with the ongoing efforts to improve retention e.g. strengthening admissions processes; changing delivery patterns; improving student support and financial support mechanisms.	Ongoing	SEC	Provost (London & Birmingham) & Academic and Centre Manager	Improved retention rates.	Report to SEC	Retention rates continue to improve, and are being reported.
7	The introduction of programme-based symposia to ensure consistency of delivery of programmes at different sites.	Continue the work of the symposia via the newly established CertHE Programme Board, which will be led by the Institute of Management and Health (IMH)	30 June 2020	ASC	Chair of CertHE Programme Board	Greater consistency of delivery of programmes at different sites.	Minutes and action plans of the CertHE Programme Board are reported to each meeting of	Minutes are now a standing item reported to ASC.

							ASC	
	Other matters raised	Action to be taken	Target date	Committee	Action by	Proposed outcomes	Report and Evaluation	Status update*
8	The significant number of allegations of unfair practice. The Centre's response has been to increase information to students about appropriate academic behaviour at induction and to adjust assessments so that these mainly take place within the classroom and allow discrepancies between work done at home and in the Centre to be more readily visible.	Initial steps have been taken to address this issue. High level discussions have been held in order to agree a strategy. A detailed analysis of academic misconduct cases has been undertaken which demonstrated that an overwhelming number of cases are first offences, and that many of the cases are in fact poor referencing rather than academic misconduct. Work will continue to reduce the number of academic misconduct cases e.g. by continuing to raise students' awareness of referencing requirements and academic misconduct regulations, and by designing academic misconduct out of assessments. Specific CPD has been provided in January in relation to academic misconduct and a webinar has been made available to all staff in December 2019.	March 2020	ASC	Chair of CertHE Programme Board & Academic and Centre Manager, with the Director of Academic Experience	Improved referencing by students together with a reduction in the number of genuine academic misconduct cases.	Progress on issue reported to ASC via the CertHE Programme Board reporting structure	CPD has been completed, and lecturer training is now a termly event. Trajectory of UP cases is in the right direction. Further introduction of academic liaison librarians in March/April '20 has further enhanced student skills. Final step planned for early in 20/21 AY of Academic Support Lecturers.

		CertHE Programme Board to monitor academic misconduct statistics on a termly basis in order to analyse comparability across the different sites that the programme is offered.	June 2020	Programme Board	Chair of CertHE Programme Board, with the Academic Office	A reduction in the number of academic misconduct cases on sites where there are issues.	Minutes and action plans of the CertHE Programme Board are reported to each meeting of ASC	Minutes are now a standing item reported to ASC.
9	Distracting student behaviour in some classes. Teaching staff indicated that these behaviour problems had been helpfully discussed at staff symposia and that some had attended staff development sessions on classroom management which had been useful.	Continue to raise awareness of the expectations in relation to student conduct and work in partnership with students through the Student Council. CPD has continued to be provided to staff on this topic.	June 2020	ASC	Academic and Centre Manager	A reduction in the concerns regarding distracting behaviour.	Progress on issue reported to ASC via the CertHE Programme Board reporting structure	Staff CPD has been a success, as has additional training for Student Reps.