

Isle of Wight College 2013 Review of College Higher Education – Action Plan (October 2015 update)

Steve Corbett replaced by Phil Truckel (HE Manager) - August 2014

Where no new action is identified as required, it should be assumed that previous actions are 'complete' although annual cycles and the drive for continuous improvement remain

GOOD PRACTICE			
Comment	Action to be taken	Target date	Action by
<i>The Observation of Teaching, Learning, Assessment and Support policy, which uses peer support and critical friends in order to generate personal and professional development plans for higher education tutors</i>	Annually review and update the College observation policy which underpins this area of good practice.	July 2014 and annual	Roland White
Progress - COMPLETE			
<ul style="list-style-type: none"> The Observation of Teaching, Learning, Assessment and Support policy was updated July 2014 and is next due for review July 2015 			
<i>The high-quality support provided by the Learning Resources Centre, Careers Service and Student Services, which enriches the student experience</i>	LRC Sustain positive and proactive student engagement through: enhanced LRC induction for all year 1 students effective channels of communication with students via student reps and focus groups maintain and review bespoke HE LRC page Conduct annual visits with partner HEI librarians to review student/staff access to necessary resources	Sept 2013 Sept 2013 Feb 2014 Apr 2014 May 2014 Mar 2014	Beverley Vaughan (PT)
	Careers Service Continue to refer students for independent careers advice where required either prior to or after application stage. Ensure all students in their first year of study have been introduced to the College careers advice service. Further develop online careers information. Ensure systematic referral of final year students who wish to top-up or require support in identifying career options.	Nov 2013 Sept 2013 June 2014 Jan 2014	Catherine Jackson (LC)
	Student Services Maintain a high profile of services offered to higher education students which include pastoral support, financial guidance and signposting to other external support agencies.	Jan 2014	Michelle Campbell (RW)

Progress - COMPLETELRC

- All year 1 HE students have received LRC inductions with enhanced content aimed at HE study
- Channels of communication between LRC and HE groups remain open via SSCCs
- Bespoke HE LRC page live and updated and includes full information on partner resources and information on how to access
- Annual visits by partner HEI librarians now enshrined along with regular dialogue. Access to resources discussed. UoP librarians deliver face to face inductions with first year students

Careers

- All students introduced to the College careers advice service and thus aware of how to access as required

Student Services

- High level of pastoral support maintained through utilisation of local student services facilities; local course tutors/leaders and HEI partner facilities where appropriate. The college personal tutor team and student services remain open until 7pm Monday to Thursday enabling HE students who often study part-time, attending college in the evening to access support if needed;

<i>The widespread and frequent consideration of management information by managers and tutors at appropriate intervals in order to facilitate early intervention and support for students</i>	Maintain and review quality systems and monitoring tools which enable tracking of student progress Current systems include: <ul style="list-style-type: none"> • Monthly HE Coordinator meetings • Academic Standards Panel • Assessment Boards • IWC Dashboard System 	Annually	Fidelma Washington & Steve Corbett
---	---	----------	------------------------------------

Progress - COMPLETE

- Quality systems in place, regularly reviewed and assessed as fit for purpose and developed where required
- The college uses an electronic dashboard system to provide 'real-time' data to staff including attendance and retention data which can inform support and intervention activities as necessary. The college also uses a system called eTracker to support student target setting and review and share key information between staff helping ensure support is deployed in a timely manner.
- Use is made of partner HEI portals for student achievement information.

<i>The detailed, rigorous support for disabled students, which is underpinned by extensive staff development</i>	Student Services Continue to offer pastoral support for students with a disability through student services.	Jan 2014	Michelle Campbell (RW)
	ALS Continue to provide support and guidance to students in their application for additional learning support assessments, DSA applications and using their DSA allocation.	Jan 2014	Sam Rooney (FW)

	<p>Staff development Continue to offer a range of staff development activities designed to enable tutors to best support students with specific learning difficulties.</p>	May 2014	Paul Buckland (FW)
<p>Progress - COMPLETE</p> <p><u>Student Services</u></p> <ul style="list-style-type: none"> • Support for students with a disability is offered both through local student services and in partnership with HEI where appropriate e.g. DSA and assessment arrangements <p><u>ALS</u></p> <ul style="list-style-type: none"> • This service is in place and continues <p><u>Staff Development</u></p> <ul style="list-style-type: none"> • Staff development activities have included (and will continue to) sessions on supporting students with specific learning difficulties 			

RECOMMENDATIONS - For completion by the commencement of the academic year 2013-14			
Comment	Action to be taken	Target date	Action by
<i>Monitor assessment processes to ensure that students have clear information on assignment schedules and receive prompt and informative feedback, in accordance with the College's own policy</i>	<p>Update HE assessment policy</p> <p>Ensure all modules have a module handbook published on the VLE which includes; topic plans and dates of assessment.</p>	Dec 2013	HoD & SL for HE & Relevant Curriculum Section Leaders
<p>Progress - COMPLETE</p> <ul style="list-style-type: none"> • Assessment policy updated • All modules have a handbook and published on VLE (HEI partner VLE and/or local VLE as appropriate) 			
Develop contingency plans that anticipate acute staffing problems in order to ensure that there is a sustainable approach to the maintenance of learning opportunities	<p>The college recognises that within some parts of its provision the number of staff deliverers is limited, though it should be noted, that to date and since the last IQER no such circumstance has arisen whereby students have forgone delivery and assessment of a unit due to staff absence.</p> <p>The college will further strengthen its current contingency plans by:</p> <ul style="list-style-type: none"> • Using the strong links with employers and industry courses use guest speakers to enrich course delivery. These guest speakers could be used (if required) as deliverers (subject to university approval). • To ensure that where practicable staffing is spread across the entire provision. Where appropriate units will be selected which can be delivered by specialists from other curriculum departments. This will allow for an increase in staff delivering on any one programme and therefore provides continuity of deliverers for students if one member of staff leaves the college's employment. Furthermore, this allows for more sharing of good practise across curriculum areas. 	Mar 2014	Curriculum HoDs (FW)
<p>Progress - COMPLETE</p> <ul style="list-style-type: none"> • Guest speakers have been deployed across areas; primarily business, engineering and early years; and this will continue to be further developed 			

- Specialists have been utilised across provision; for example business lecturers in Graphic Design and Engineering and Early Years in Engineering for modules around business practice and research methods

<ul style="list-style-type: none"> <i>Introduce a formal system for the training and ongoing support of higher education student representatives in order to help them contribute to College decision-making bodies</i> 	<ul style="list-style-type: none"> Develop a programme of meetings which support student reps in their role. This programme to include: <ul style="list-style-type: none"> HE Rep induction Midyear monitoring and support meeting End of year evaluation meeting 	<ul style="list-style-type: none"> Oct 2013 	<ul style="list-style-type: none"> Steve Corbett (RW)
Progress - COMPLETE <ul style="list-style-type: none"> HE rep induction took place in 2013 and is planned for the next few weeks for 2014 (HE Manager) 			
<i>Revise the Complaints Policy to facilitate the prompt identification and resolution of issues in a way that fully protects the student learning experience, to include setting a time limit for the first informal stage of negotiations</i>	Update the complaints procedure to include timescales for each stage of the process	April 2014	Roland White
Progress - COMPLETE <ul style="list-style-type: none"> Complaints procedure now includes timescales. Due for periodic review in July 2015 			
<i>Further develop procedures for arranging and monitoring work-based and placement learning, including the provision of written guidance for tutors, mentors and employers to ensure that learning outcomes can be effectively achieved</i>	Devise and annually review a work placement handbook for HE students, employers, mentors and tutors	Jan 2014	Steve Corbett (FW)
Progress - COMPLETE <ul style="list-style-type: none"> Support is provided by teams in aiding students in securing placements Partner HEI resources – placement, employer, mentor guides - are being utilised to support 			
<i>Produce and reflect on an overview for scholarship activity</i>	Define scholarly activity in the context of an FE college Develop a plan to support staff in continuing to develop their own scholarly practice Seek support from partner HEIs in accessing their CPD programmes	Dec 2013 Dec 2013 Dec 2013	Steve Corbett (RW)
Progress - COMPLETE			

- Scholarly activity is defined (in FE college context)
- Relevant CPD opportunities encouraged

Review the College's definition of enhancement as applied to higher education, in order to raise the profile of proactive developments and further ensure that existing processes for sharing good practice are consistently implemented

Establish a clear definition of enhancement

Nov 2013

Steve Corbett (LC/FW)

Progress- COMPLETE

- Enhancement defined
- Good practice shared through regular team meetings

AFFIRMATION			
Comment	Action to be taken	Target date	Action by
<i>The College's plans to develop an overview of National Student Survey data alongside feedback from internal surveys</i>	Ensure college has access to NSS data for the Isle of Wight college delivery	Sept 2013	Gina Armfield (LC)
	Review NSS data when available each year and Report outcomes from NSS to Academic Standards Panel	Nov 2013	
	Review questions within college internal surveys alongside NSS questions and consider changes to college internal questionnaires where appropriate	Oct 2013, Jan 2014	
	Consider responses to NSS questions alongside results from college administered surveys for HE students	Dec 2013, March 2014	
	Further encourage HE students to complete NSS survey each year to increase response rate	May 2014	
<p>Progress – COMPLETE<i>(Disaggregation not currently available through NSS and HEIs)</i></p> <ul style="list-style-type: none"> NSS data accessed, published with course information on website; and assessed Final year students encouraged to engage with NSS <p>ACTION:</p> <ul style="list-style-type: none"> Research opportunities to disaggregate college data from HEI in NSS results (HE Manager and HoD Quality – Feb 2015) Further explore opportunities for improvement to internal surveys to avoid unnecessary duplication (HE Manager and HoD Quality – Feb 2015) 			
<i>Recent actions taken by the College to audit information and handbooks, publish Wider Information Set documents, and ensure that arrivals information is always sent in a timely manner</i>	<p>Conduct an annual audit of course handbooks to ensure continuity of information and share good practice.</p> <p>Continue to meet HEFCE KIS/WIS requirements, including timely submission of data</p>	Annual	HoD & SL for HE
<p>Progress - COMPLETE</p> <ul style="list-style-type: none"> HEFCE KIS/WSI requirements met Some sharing of good practice in handbooks given that partner HEIs have different models of best practice <p>ACTION:</p> <ul style="list-style-type: none"> Audit course handbooks (HE Manager and SL for HE – Dec 2014) 			