

HE Enhancement Procedure

Enhancement is defined by QAA for the purposes of review as
“Taking deliberate steps to improve the quality of learning opportunities”

The enhancement of learning opportunities is integral to the Higher Education framework, and ensures that academic standards are appropriate for the level of course. Deliberate steps are taken by the college to improve the quality of the students experience, and satisfaction. These initiatives are identified through the Colleges Higher education framework, and awarding bodies Quality assurance processes. These are then monitored and evaluated for effectiveness through quality and improvement plans. Evidence is gathered from a number of different sources, listed below.

External Examiner/External Quality Assurer Reports

Programmes are appointed with an External Examiner (EE)/External Quality Assurer (EQA) (Pearson). They quality assure coursework and assessments which results in an EE/EQA report at the end of the academic year. In addition university appointed EEs also provide an informal report after an interim visit. An important part of this process is to record comments and recommendations made on good practice, learning, teaching and assessment as well as opportunities to enhance the quality of learning opportunities provided to students. These reports are sent to directly to the university quality office or the College Performance and Delivery Office (Pearson) and are then sent on to the the Programme Leaders and HE Registrar.

The reports are stored within the annual report folder for each programme area on the College’s HE shared drive accessible for the Vice Princial Curriculum and the Vice Principal Performance & Delivery to view. Actions are tracked through the Course Quality Improvement Plans (QIP).

The Vice Principal Curriculum ensures all actions are met. Any issues, actions and resolutions are then reported as part of the Programme Annual Report and Action Plan. The EE Report and responses are made available to students through the College VLE (Moodle). However, the EQA reports cannot be posted on Moodle due to data protection but are available on request.

Awarding Bodies Programme Monitoring

All university programme Action Plans are submitted to the university for their scrutiny and approval. The designated person responsible for the scrutiny of annual reports will then feedback directly to the programme leader with any comments or issues.

Self Evaluation Documents (NEW)

This is a new initiative using Part B of the quality code “Assuring and enhancing Acadmic quality” This follows the student journey, and therefore can evaluate how well learning opportunities enable them to achieve. This is then used by the Vice Principal Curriculum to produce a yearly action plan to address weaknesses, and to share good practice and innovation across the college programmes.

National Student Survey (NSS)

The NSS provides local student responses with national rates. Level 5 students are encouraged to answer a range of questions about the provision and the quality of individual aspects. Our number of students is such that we rarely receive course specific data. However all answers are noted and these form part of the QIP actions.

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Plymouth University Student Perception Questionnaire (SPQ)

This is deployed at the same time as the NSS to students on Level 4 of their programme. The outcomes and additional comments from these questionnaires are sent to the HE Registrar and disseminated to Programme Leaders and the Vice Principal Curriculum for comment and inclusion in annual reports and action plans. In turn any identified areas for improvement are discussed with Faculty Partnership Managers and at Plymouth University Joint Board of Studies.

Internal Students Unit Survey & Module Evaluations

Students are surveyed at the end of their unit/module and the outcomes of these surveys feed into annual reports and programme team meetings for further discussion.

Internal HE Student Survey (NEW)

A College devised HE Student Survey is deployed at the end of the first term. The focus of this survey is primarily based on the student experience of enrolment and induction. Outcomes from these surveys are fed back through the Performance and Delivery Department who share these results with Programme Leaders, Vice Principal Curriculum and HE Registrar.

Student Representative Feedback

Each programme should have one or more student representative(s) elected by their fellow students to sit on the Programme Committee. Course representatives are a vital conduit, linking staff and students so that issues of quality of provision affecting students can be promptly and appropriately addressed. In addition, representatives provide feedback to the programme's staff on innovations and can assist the programme team in developing the curriculum to meet student needs. The university student union will arrange to visit the College to provide student representative training.

The role of the course representative is to meet with their peers and get feedback on a variety of issues, including aspects of the teaching, learning and assessment on their course, improvements that they would like to see, feedback on social events and the communication of any issues that are affecting the student experience.

A Lead Student Representative is appointed annually. The role of this person is to oversee and encourage student involvement and contribute to quality assurance processes such as QAA HER and attend relevant university level and College higher level meetings.

Annual Programme Review & Monitoring

All annual reports and action plans are discussed at strategic partnership level ie Plymouth University Joint Board of Studies and Bournemouth University Partnership Board. Kingston University scrutinise Annual Reports at university committee level and feedback any issues or observations directly to the Programme Leader.

Discussions arising from these meetings which have taken place that relate to course delivery are added to the course improvement plans with clear actions. Where discussions occur that relate to overall college HE delivery and management then these are overseen by the Vice Principal Curriculum and are incorporated into the overall College Quality Improvement Plan.

Faculty Partnership Managers and Academic Liaison (ALPs)/Link Tutors are a conduit for advising on course and curriculum matters and also act as a critical friend to the Programme Leaders.

Institutional Periodic Reviews

The Periodic Review process allows the partner University and the College to maintain:

- The coherence and relevance of its portfolio of taught programmes
- Academic standards and student achievement

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- The quality of the student learning experience
- Opportunities for enhancement.

Quality Assurance & Centre Visits from Pearson

Pearson Higher National Certificate and Diploma programmes are monitored on an annual basis through external quality assurance and centre visits. Outcomes and actions from these visits are monitored and addressed via the Performance & Delivery Team, supported by the College Lead Internal Quality Assurer (IQA).

Students Complaints Procedure

This is an integral part of the quality assurance system. Complaints are monitored through the HE Registrar, and the Performance & Delivery Team who handle the complaint in accordance with the relevant HEI or College procedure. The student complaints process both enables students to secure redress (where appropriate) for any grievance, and the College to learn from the experience of one of its stakeholder groups.

Unresolved complaints are signposted to the Office of the Independent Adjudicator (OIA).

HE Quality Audits (NEW)

The Quality Audit is Weymouth College's model for internal audit of the framework supporting teaching and learning activity. The process will also ensure that adequate and appropriate mechanisms are in place to guarantee the quality of educational provision. Quality Audits are an effective method of observing, communicating and supporting the practices within each department and across the College. They also identify any significant areas where there is a lack of adherence to the Quality Policy.

The audit process focuses attention on the systems and procedures which the College use in their dealings with staff and students. The overriding objective is to make these as effective as possible in supporting the College's aim of providing an excellent learning experience for its students and to assist in identifying areas of strengths and weaknesses, through evidence based documentation.

The survey will also provide an opportunity to highlight good practice within departments and ensure that these practices are communicated effectively cross college. The audit team will have the opportunity to seek the views of both staff and students and thereby be able to compare delivery with course specification. Where feasible, lesson observations will be undertaken during the audit.

The focus of the HE Quality Audit will actively link to the Quality Assurance Agency for Higher Education's (QAA's) principal review method for universities, colleges and alternative providers, and will be based around four key elements:

1. Setting and maintenance of standards
2. Assuring and enhancing academic quality
3. Information about Higher education provision
4. Quality enhancement

HE Tutorials (see HE Personal Tutoring Policy)

Students will be given the opportunity to feedback on the quality of their tutorial support through a range of mechanisms including: University or College questionnaires, focus groups, programme team meetings.

The tutorial process allows the College to ensure that all crucial parts of the study programmes are being monitored. The process allows students to review progress, negotiate and agree their targets and to discuss with their tutors in confidence any issues affecting them or their ability to progress and succeed.

Tutorial programmes play an important part in motivating, empowering and enabling students to maximise their potential and progress to further higher education study or employment.

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The key aims of the tutorial process is to:

- ensure that HE students receive an appropriate induction into the College and their programme of study.
- provide students with a range of activities to develop employability related knowledge and skills.
- support learning, target setting and action planning for future improvement.
- help resolve students' problems, whether academic or personal using a referral system where applicable.
- provide a channel of communication for students about general College issues.
- provide information, advice and guidance (including UCAS guidance) to students to enable them to make informed decisions regarding future career or studies.

The enhancement of the Learner experience is the responsibility of all staff. For this process to be successful there is a clear cycle of feedback to share best practice and enhancement that involves students, lecturers, SLT and support staff. See Appendix 1 HE Cycle visual.

There are missing processes to monitor all this feedback. Plans are being put in place for this to be also monitored by the Performance & Delivery Team to ensure planned adjustments for improvements are met.

That all enhancement that relate to course delivery are tracked through the programme action plans. Any areas for development are in the HE Quality Development Plan alongside actions which are rag rated. Best practice is also recorded. All Course Action plans are monitored by the Vice Principal Curriculum , Where best practice is identified then this is added to the overall College Quality improvement plan for dissemination across the provision.

All college wide HE enhancement opportunities are tracked through the College HE QIP. The College QIP is monitored by Performance & Delivery Committee under the HE section and overseen by awarding bodies and SLT. Where CPD needs are identified these are forwarded to the Performance & Delivery Team to be incorporated into the College CPD programme.

Signed: *Nigel Evans*

Date: *8 November 2017*

Nigel Evans, Principal

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