

Recommendations	Action	Target Date	Action By	Success Indicators	Evaluation
<p>Ensure that all programme specifications for the Pearson awards include contextualised programme-level learning outcomes that clearly articulate to outcomes at unit level (Expectations A2.2, A3.2, B1 and C)</p>	<p>Revise all Pearson Programme Specifications to include contextualised programme-level learning outcomes which are also mapped to outcomes at unit level.</p>	<p>March 2016</p>	<p>HN Programme Coordinators</p>	<p>All Pearson Programme Specifications include contextualised programme-level outcomes which are mapped to outcomes at unit level.</p>	<p>External Examiners continue to report that programme-level outcomes are being met through the effective use of unit-level assessments</p>
<p>Strengthen the process for the internal approval of new Higher National programmes to enable consideration of the academic case through formal committee structures (Expectations A3.1 and B1)</p>	<p>Revise the current approval process to include an additional stage which requires the programme team to submit a programme handbook, specification and operations manual which will be subject to scrutiny by a validation panel, who will subsequently report to the Academic Board.</p>	<p>January 2016</p>	<p>HE Manager</p>	<p>The approval process for all new HN programmes include consideration of the academic case by a validation panel, who report directly to the Academic Board.</p>	<p>Minutes and reports from the validation panel and Academic Board provide evidence that the academic case for all new HN programmes has been thoroughly considered</p>
<p>Work with OBU to clarify the process for providing external examiners with draft assessments and ensure the procedure is rigorously monitored (Expectation B7)</p>	<p>Clarify arrangements for providing External Examiners with draft assignments and ensure that Operations Manuals provide accurate details of the process</p>	<p>July 2016</p>	<p>HE Manager</p>	<p>Operations Manuals provide accurate details of arrangements for providing External Examiners with draft assignments</p>	<p>External Examiner reports confirm that they have been provided with draft assignments for approval when necessary.</p>

Review the Comments, Suggestions and Complaints Procedure to ensure that a clear timeline is specified for all stages of the complaints process (Expectation B9).	Revise current policy to include a clear timeline for all stages of the complaints procedure	January 2016	Clerk to the Corporation	A clear timeline for each stage is included in the complaints procedure.	Complaints are managed in accordance with the specified timeline for each stage, which is confirmed by the complaints log.
Further develop the VLE to enable its use as an effective pedagogic tool (Expectation B3)	Identify and implement a scalable robust and cloud-based VLE, designed to support competency based learning which allows students and staff to engage with each other in environments they're familiar with. The virtual technologies and learning environments will be based on the same educational principles that we look for in a more traditional classroom.	July 2016	Group Director of ILT / Learning Technologies Manager	VLE selected and implemented. Training provided to staff, students and 'digital champions'. 80% of courses will have a digital presence via the new VLE.	Ongoing assessment of the VLE will be conducted using a number of methods, including: Periodic audits of student usage, teaching observations recording the impact on learning and feedback from students.
Provide clarity at programme level on the student entitlement to tutorials and how they are managed and monitored in accordance with the Tutorial and Progress Review Policy (Expectation B4)	Revise programme handbooks to ensure that students are fully aware of their tutorial entitlement. Programme committees ensure that tutorials are being undertaken as scheduled. Revise the Tutorial and	June 2016	Programme Coordinators Student Support Manager	Programme handbooks contain a detailed account of students' tutorial entitlement. Revised Tutorial and Progress Review	Students are fully aware of their tutorial entitlement. Programme committee minutes confirm that tutorials are being undertaken as scheduled and practice is consistent with the tutorial

	Progress Review policy to ensure it accurately reflects the needs of HE students.			policy accurately reflects the needs of HE students.	policy.
Strengthen the student representation system to further engage students as partners in quality assurance and enhancement, and to introduce a system to monitor its effectiveness (Expectation B5).	<p>Appoint a new Lead Student Representative</p> <p>Routinely publish minutes of programme committees on VLE.</p> <p>Include examples of 'you said, we did' in annual programme reviews.</p> <p>Include a review of student representation in the group's annual HE self-evaluation document.</p>	<p>March 2016</p> <p>Jan 2016</p> <p>July 2016</p> <p>Sept 2016</p>	<p>HE Manager</p> <p>Programme Coordinators</p> <p>Programme Coordinators</p> <p>HE Manager</p>	<p>Lead Student Representative appointed.</p> <p>Minutes routinely published.</p> <p>Examples included in annual reviews.</p> <p>Evaluation of student engagement included in HE SED.</p>	<p>Minutes from academic board and programme committees.</p> <p>Student feedback.</p> <p>Audit of engagement and evaluation of impact.</p>