

QAA Higher Education Review Action Plan

The action plan highlights how Sunderland College will respond to recommendations from the QAA Higher Education Review, February 2016.

ACTIONS TO ADDRESS RECOMMENDATIONS:

| Recommendations | Action to be taken | Who will ensure that each action is carried out? | What will be the quantifiable success criteria? | Deadline for action to be completed | Progress and Impact Details as at --/--/-- / (report against the success criteria identified and actions to be taken) | Traffic Light Status (for each Action & Overall Issue) R = not met A = in progress or partly met G = fully met |
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| 1 Formalise progression of curriculum proposals to the awarding body into the existing programme approval procedures (Expectation B1) | Amend programme validation procedure flowchart within the HE Quality Handbook to include stage regarding awarding body/organisation approvals. HE programme validation procedures to be added as an agenda item on first 2016-17 HE Quality Enhancement meeting and HE Management | Director of Quality, Teaching, Learning and Assessment | Amended procedures flowchart within HE Quality Handbook 100% HE managers aware of formal procedure and stages for HE programme approval HE programme approvals to be a standing agenda item on all HE | September 2016 | | |

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| | <p>Committee for clarification.</p> <p>Continue to ensure the first stage of HE programme approval to include approval at the HE Management Committees.</p> | | <p>Management Committees for 2016 17.</p> | | | |
| <p>2 Ensure effective engagement of Higher National students with quality assurance and enhancement activities (Expectation B5)</p> | <p>100% of HN programmes to elect a student representative.</p> <p>All to attend student representative training at the start of term one.</p> <p>Election of Lead and Deputy Student Rep; one to be HN learner, one to be HE franchised learner.</p> <p>Continue to develop student engagement within formal reporting structures including HE Student Forums through to Governor committees.</p> <p>HE updates to remain a standing</p> | <p>Director of Higher Education Participation and Skills</p> | <p>100% of HN programmes to have elected student reps.</p> <p>HE student rep forums to be quorate with at least five learners, half to include HN learners.</p> | <p>September 2016</p> | | |

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| | agenda item at Governor Curriculum and Quality Committees. | | | | | |
| 3 | <p>Articulate the differences between the University Collaborative Periodic Partnership Review and the Periodic Review of taught programmes in the Higher Education Quality Handbook to clarify understanding by staff (Expectation B8)</p> <p>Additional summary section to be included within HE Quality Manual to provide description of the purpose and differences between the University Collaborative Periodic Partnership Review and the Periodic Review of taught programmes.</p> <p>Schedule and outcomes of both types of reviews to tabled at HE Quality Enhancement and HE Management Committees. (JSEP Joint Scheme of Extended Programmes Science (Biomedical Sciences, Psychology and Sports pathways) and FdA Health & Social Care scheduled for Periodic Review during 2016-17)</p> | Director of Higher Education Participation and Skills | 100% HE teams to be able to articulate the difference between the University Collaborative Periodic Partnership Review and the Periodic Review of taught programmes. (Tested through Curriculum Reviews). | September 2016 | | |

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| <p>4 Develop and implement an internal process of annual monitoring and periodic review at programme level for the College's Pearson Education provision (Expectation B8).</p> | <p>Continue to implement the HE Pearson annual reporting system with student engagement.</p> <p>HE SEDs to highlight progress against expectations within HE Quality Code for HN and University franchised programmes.</p> | <p>Director of Higher Education Participation and Skills</p> | <p>100% HE Pearson annual report to be submitted to Quality, Teaching, Learning and Assessment -1 per programme.</p> <p>HE quality reports to distinguish between HN and University franchised provision.</p> <p>Increased visibility with College SED and team SEDs between the quality of HN and University franchised provision.</p> | <p>September 2016</p> | | |
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NB: New issues or revised actions should be added during year as required