

## Higher Education Review (Embedded Colleges): Action plan

University of Sheffield International College (USIC) action plan relating to Higher Education Review (Embedded Colleges) of November 2016						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
In the course of HER(EC), the team identified the following areas of <b>good practice</b> that are worthy of wider dissemination.						

<p><b>The levels of cooperation between the Centre and its university partner that enable timely and effective engagement. (Expectations A3.1, A1, A2.1, B1, B3)</b></p>	<p>Continue to build on the well-developed relationship between the university and its staff. Continue to build on Link Tutor relationship through engagement events including the termly Faculty Fair.</p>	Termly	Head of College/ Assistant Director for Professional Services	Enhanced engagement with Faculty; positive evaluations from student feedback on engagement events.	Quality Assurance and Enhancement Group (QAEG)	Annual programme reviews; annual monitoring report and student feedback
	<p>Continue to offer engagement events, which are bespoke to the Faculty, which include University taster sessions, student meetings, open days. Twilight taster sessions at USIC, 1-2-1 meetings to students with increase inclusion to University social events.</p>	Termly	Assistant Director for Professional Services/ Progression Support Coordinator	Department feedback and monitoring of attendance.	QAEG/Joint Operations Committee (JOC)/Steering Group	Minutes from JOC and Steering Group
	<p>Continue to enhance the sharing of data <b>to</b> and <b>from</b> the university partner.</p>	May 2017	Assistant Director for Professional Services Head of College/ Head of Function Progression Support with university partner	Enhanced evaluative judgements from shared data within the AMR.	QAEG	Minutes from the JOC. Annual programme reviews; annual self-monitoring report and student feedback
	<p>Continue to ensure that the committee structure is effective at managing the provision, with actions clearly identified and appropriately logged on the Centre Action Plan which was monitored at QAEG and Academic Management Board (AMB), as well as a robust Annual Review.</p>	April 2017	College Director Head of College with university partner.	Enhanced levels of cooperation between the Centre and its university partner.	QAEG/Steering	Minutes from Steering Group. Annual programme reviews; annual monitoring report and student feedback.

	Continue to engage HoPs and SLs in Progression Route/Pathway Review meeting.	Termly	Head of College/ Head of Programmes	Increased progression routes with additional pathway options.	QAEG	Annual programme reviews; annual monitoring report and student feedback. Improved progression rates.
	Faculty Programme Review meeting with the Faculty Link Tutors to reflect on cooperation between USIC Curriculum and the university provider.	August 2017	Head of College/ Head of Programmes	Enhanced levels of cooperation between the Centre and its university partner.	QAEG	Annual programme reviews; annual monitoring report and student feedback. Improved progression rates.
	Continue to introduce students to the Faculty within student induction.	Termly	Head of College/ Head of Programmes/ Assistant Director for Professional Services	Increased student awareness of their Faculty from arrival.	QAEG	Student feedback from induction.
	Formative assessment (Independent Learning tasks) to be introduced in the first term of the new Academic English Skills (AES) module. These tasks are to be accessed on the VLE (MOLE) by students. For all students but especially for IFY cohorts.	June 2017	AES Teaching Team	Enhanced engagement in the module by International Foundation Year (IFY) students especially. Staff are able to provide a more nuanced profile of IFY students for Academic Advisors (AAs) and Progression Support Team (PST)	QAEG	Module review; annual programme review; teacher feedback; Progression Support Team (PST) feedback; AA feedback

<b>The effective support for student learning through the provision of the critical reading modules and subject-specific vocabulary on the virtual environment (Expectations B3, B4)</b>	Continue to enhance the pattern of delivery to provide students with more time allocated academic skills within their timetable.	January 2017	Head of Programmes	Learning walks, management and peer observation reports and improvements in student outcomes as module level.	QAEG	Annual programme reviews; annual self-assessment report, student and External Examiner feedback.
	Continue to enhance the assessment to extend the critical comments section within the summative assessment.	January 2017	Head of Programmes	Learning walks, management and peer observation reports and improvements in student outcomes at module level.		
	Continue to develop further online resources, as well as exceed minimum standards. Heads of Programme to audit compliance and set development actions, where needed.	January 2017	Head of Programmes	Outcome of compliance audit. Records of 1-2-1.		
	Continue to set expectations at staff annual reviews on the use of technology as a development objective, as well as this as a specific focus during management and peer observations.	January 2017	Head of College/ Head of Programmes	Learning walks, management and peer observation reports and improvements in student outcomes as module level.		
	Continue to ensure feedback on assessed work, is designed to be positive, reinforcing success and giving guidance on how improvements might be made. USIC's approach to giving feedback aligns with that of the University	Termly	Head of College/ Head of Programmes	Internal QA feedback, as well as External Examiner scrutiny.		

	Continue to review/offer the Assessment Regulations in a variety of media including video to aid students in understanding what is expected of them.	Termly	Head of College/ Head of Programmes	VLE audit and periodic quality assurance.		
--	--	--------	--	---	--	--

<b>The effective support arrangements that enhance student progression (Expectation B4)</b>	Further enhance the progression and retention monitoring systems including RAG and intervention through the personal tutorial system.	Termly	Head of College/ Progression and Operations Group	Enhanced academic and welfare support. Increased levels of student satisfaction. % increase in student progression to TUoS.	QAEG	Improved progression and retention rates. Annual programme reviews; annual self-assessment report, student and External Examiner feedback.
	Further enhance our PDP module through the introduction of study skills within the learning objectives.	Termly				
	Provide further opportunity to students with a one-hour progression support session, as well as standardise the 1-2-1 session.	Termly				
	Continue to provide students with review week, learning conversations and RAG (Red-Amber-Green) tutorials.	Twice Termly				
	Continue to review format and weightings of assessment to make them more inclusive.	March 2017				
	Continue to provide students with progression support on their back-up choice with the university provider through their Academic Advisor	Termly	Head of Function Student Support /Head of Programmes.			

	<p>Continue to offer good quality pre-arrival communication that helps students to know what to expect upon arrival with regard to life in the UK, learning and their programme.</p> <p>Review arrangements for late-arriving students to ensure that information provided is equitable.</p> <p>To continue to provide comprehensive support of teaching and learning to take forward the Learning, Teaching and Assessment Statement to produce a full Learning, Teaching and Assessment Strategy (LTAS). The LTAS will also maximise the use of space in the building to incorporate a 'silent study area'.</p>	<p>Termly</p> <p>January 2017</p> <p>April 2017</p>	<p>Assistant Director for Professional Services.</p> <p>Head of Function Student Support /Head of Programmes.</p> <p>Head of College</p>			
--	---	---	--	--	--	--

<b>The interactive and effective communication tool for students provided through the Virtual Reception facility (Expectations C, B4)</b>	Continue enhance the information communicated to students on RAG and targeted interventions.	Termly	Head of College/ Assistant Director for Professional Services	Students are aware of the RAG process and how we will manage targeted interventions.	QAEG	Increased attendance and positive impact on RAG.
	Continue to develop and enhance Virtual Reception information and support on the learning environment, as well as the Big Sheffield Welcome.	Termly	Head of College/ Assistant Director for Professional Services/Head of Programmes	Students continue to demonstrate that they have access to a one-stop shop source of information and support.		
	Continue to make available the comprehensive suite of policies and procedures in which to govern our assessment and programme approval.	Termly	Head of College/ Head of Quality, Enhancement and Innovation	Students continue to demonstrate that they have access to a one-stop shop source of information and support.		
<b>Recommendations</b>	<b>Action to be taken</b>	<b>Target date</b>	<b>Action by</b>	<b>Success indicators</b>	<b>Reported to</b>	<b>Evaluation</b>
<b>Ensure current students have the opportunity to attend deliberative committees. (Expectation B5)</b>	Promote opportunities for Student Reps to attend Programme Board, QAEG and AMB.	April 2017	Assistant Director for Professional Services	Minutes of deliberative committees demonstrate increased student representation.	Regional QAEG	Student feedback evaluated by HE Forum
	Head of College/Assistant Director to participate in termly Student Forum to report to QAEG	March 2017	Head of College/ Assistant Director for Professional Services	Minutes of deliberative committees demonstrate the consideration of Student Forum feedback.	QAEG	Student feedback evaluated by HE Forum



	Continue to demonstrate minutes of both Programme Committee show good levels of student attendance. There is space in the agenda for representatives to report the views of students, and there is evidence of students making an effective contribution	Termly	Head of College/ Assistant Director for Professional Services	Minutes of deliberative committees demonstrate the consideration of Student Forum feedback.	QAEG/AMB	Student feedback evaluated by HE Forum
<b>Affirmations</b>	<b>Action to be taken</b>	<b>Target date</b>	<b>Action by</b>	<b>Success indicators</b>	<b>Reported to</b>	<b>Evaluation</b>
<b>The steps being taken to ensure that mapping of learning outcomes to assessment tasks is fully in line with provider requirements (Expectations A3.2, A3.3, B6)</b>	Continue to conduct a thorough mapping of the curriculum to ensure consistency with Provider requirements to include the following:  a. module learning outcomes to programme learning outcomes; b. module learning outcomes to assessment; c. assessment to deadlines; d. subject benchmarks to the curriculum.  Continue to enhance quality of student performance analysis for programme and module review.  Continue to engage students further in the use of on-line resources including 100% module engagement with Turnitin.	August 2017/Termly	College Director/Head of College/Head of Programmes	Demonstration that mapping of learning outcomes to assessment tasks is fully in line with provider requirements	QAEG	Annual programme reviews; annual monitoring report, EE reports and student feedback.

	<p>Continue to enhance module delivery and student learning.</p> <p>Continue to develop assessment for individual input in pieces of oral assessment (desirable), particularly when these represent a large proportion of the final module mark (External Examiner recommendation).</p>					
--	---	--	--	--	--	--

© The Quality Assurance Agency for Higher Education 2015  
 Southgate House, Southgate Street, Gloucester GL1 1UB

Registered charity numbers 1062746 and SC037786