

## QAA Higher Education Review – Action Plan Response to St Mellitus College’s HER Report [November 2017]

Updated September 2018

Findings	Actions to be Taken	Timescale	Action Owner	Success Indicators	Progress
<p><b>Good Practice 1.</b> The comprehensive arrangements for personal, academic and professional support provided to students through the Formation Group system, which is integral to the College's ethos (Expectation B4).</p>	<p>To maintain good practice, the College will undertake the following actions:</p> <ol style="list-style-type: none"> <li>1. Ensure maintenance of the student staff ratio through tracking student numbers and staff recruitment.</li> <li>2. Clarify the aim and academic expectations of Formation Groups for undergraduate students and include employability session[s] as part of programme</li> <li>3. Formalise the frequency of tutorials and Formation Group sessions for all students.</li> <li>4. Create a guide for supervisor visits, available in Staff Handbook and for staff training.</li> </ol>	<ol style="list-style-type: none"> <li>1. July 2018</li> <li>2. Sept 2018</li> <li>3. Sept 2018</li> <li>4. Sept 2018</li> </ol>	<ol style="list-style-type: none"> <li>1. Deans</li> <li>2. Lead Tutor for Undergraduates</li> <li>3. Deans</li> <li>4. Assistant Dean</li> </ol>	<ol style="list-style-type: none"> <li>1. Formation tutors are recruited in line with student numbers</li> <li>2. Support for undergraduate students, both for academic study and in preparation for graduate destinations, enhanced</li> <li>3. Expectations for staff and students are clear</li> <li>4. Consistency in supervisor visits across all tutors.</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Completed:</b> Admissions KPIs tracked at Business MT with recruitment decisions made on basis of growth</li> <li><b>2. Completed:</b> Formation provision reviewed, and non-accredited changes approved for 2018-19 London Undergraduate formational programme</li> <li><b>3. Completed:</b> Document created for first-year Formation Group tutors that details tasks and deadlines</li> <li><b>4. Completed:</b> Form that tutors use on supervisor visits revised to guide the content of the visit in line with formational criteria</li> </ol>
<p><b>Good Practice 2.</b> The tiered approach to the provision of study skills, which supports effective student transition and development (Expectation B4).</p>	<p>To maintain good practice, the College will undertake the following actions:</p> <ol style="list-style-type: none"> <li>1. Offer a unified and coherent Academic Development programme across all four centres &amp; redevelop the academic development programme to focus on developing students’ skills-set, in accordance with study skills literature, as well as offering occasional specific assessment-based input</li> <li>2. Develop a single set of Moodle-based resources for students and staff/tutors supporting students</li> </ol>	<ol style="list-style-type: none"> <li>1. Sept 2018</li> <li>2. Sept 2018</li> </ol>	<ol style="list-style-type: none"> <li>1. Lead Tutor for Academic Development</li> <li>2. Student Development Officer</li> </ol>	<ol style="list-style-type: none"> <li>1. Programme in place in advance of the start of the academic year.</li> <li>2. Resources are available on Moodle in advance of the start 2018-19.</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Completed:</b> Programme created and timetabled for Teaching Weeks and Residentials. Employed an Academic Development Tutor (0.2) to further support this programme.</li> <li><b>2. Completed:</b> Moodle-based resources created and will continue to be developed throughout 2018-19.</li> </ol>
<p><b>Good Practice 3.</b> The comprehensive and systematic use made of the virtual learning environment to</p>	<p>To maintain good practice, the College will undertake the following actions:</p> <ol style="list-style-type: none"> <li>1. Systematic review of policies and documents on the Moodle Handbook according to the review cycle</li> </ol>	<ol style="list-style-type: none"> <li>1. Aug 2018</li> </ol>	<ol style="list-style-type: none"> <li>1. Director of Education</li> </ol>	<ol style="list-style-type: none"> <li>1. Policies kept up-to-date in light of changing regulation and strategic decisions</li> </ol>	<ol style="list-style-type: none"> <li><b>1. Completed:</b> Senior Academic Coordinator ensures that policies are reviewed in line with the schedule</li> </ol>

ensure highly effective College-wide access to institutional information (Expectation C).	<p>2. Dissertation Application Process and Module Options Application Process moving onto Moodle for 2018/19</p> <p>3. Enhanced public information on all programmes on public Moodle for admissions cycle 2019/20</p> <p>4. Create video guides for Moodle on how to access learning resources</p>	<p>2. Sept 2018</p> <p>3. Oct 2018</p> <p>4. Oct 2018</p>	<p>2. Academic Director</p> <p>3. Academic Director</p> <p>4. Lead Tutor for Learning Resources</p>	<p>2. Process on Moodle in advance of open date for student applications</p> <p>3. Public information about programmes available for prospective students</p> <p>4. Decrease in student queries and increase in use of digital resources</p>	<p><b>2. Completed:</b> Online Module Options form created and Long Dissertation Application form added to Moodle</p> <p><b>3. Scheduled:</b> This is scheduled to happen in time for the 2019-20 admissions cycle.</p> <p><b>4. Completed:</b> These have been created and included in the relevant pages on Moodle with students informed at Induction.</p>
<p><b>Recommendation 1.</b> Put in place mechanisms and measurable targets, with timescales, to facilitate implementation of the recently developed College Learning and Teaching Strategy (Expectation B3) <b>Deadline:</b> June 2018</p>	<p>To attend to this recommendation, the College will undertake the following actions:</p> <p>1. Allocate strategic priorities to relevant members of the Academic Working Group [AWG]</p> <p>2. Set 2017-18 objectives, measures, and timescales against each of the strategic priorities</p> <p>3. Monitor progress against objectives through standing item on AWG agenda</p> <p>4. Set 2018-19 objectives, measures, and timescales against each of the strategic priorities</p>	<p>1. Feb 2018</p> <p>2. March 2018</p> <p>3. May 2018</p> <p>4. June 2018</p>	<p>1. Director of Education</p> <p>2. AWG</p> <p>3. Director of Education</p> <p>4. AWG</p>	<p>1. Relevant staff members clear about the responsibility they hold</p> <p>2. SMART objectives set for the 2017-18 academic year</p> <p>3. AWG clear about progress against objectives and priorities</p> <p>4. SMART objectives set for the 2018-19 to guide decision-making</p>	<p><b>1. Completed:</b> Priorities allocated at January 2018 AWG</p> <p><b>2. Completed:</b> Objectives set at March 2018 AWG</p> <p><b>3. Completed:</b> Action Plan monitored through agenda with actions tracked</p> <p><b>4. Completed:</b> Strategy set and approved by AWG, communicated to staff and students at Management Committee</p>
<p><b>Recommendation 2.</b> Implement a robust system for the recording of student complaints to ensure transparency for all stakeholders (Expectation B9). <b>Deadline:</b> June 2018</p>	<p>To attend to this recommendation, the College will undertake the following actions:</p> <p>1. Track informal student complaints through a standing item on National Academic Staff Meeting Team agenda</p> <p>2. Create template to ensure robust documentation of Stage 1 and Stage 2 of the Complaints Process. This documentation will form the report to the Management Team and Executive Committee to ensure transparency for all stakeholders.</p> <p>3. Schedule staff training in the student complaints policy and process.</p>	<p>1. June 2018</p> <p>2. June 2018</p> <p>3. June 2018</p>	<p>1. Dean</p> <p>2. Academic Coordinator</p> <p>3. Director of Education</p>	<p>1. College aware of trends in informal complaints to address potential issues early</p> <p>2. Recording of student complaints clearly mapped on to the student complaints policy to ensure transparency</p> <p>3. Staff are clear about the policy in place and their role in executing it.</p>	<p><b>1. Completed:</b> This has been added as a standing item to the 2018-19 Business Management Team agenda.</p> <p><b>2. Completed:</b> Template created and approved by Management Team</p> <p><b>3. Completed:</b> This was done at the 4 September 2018 Staff Meeting.</p>

	4. Add student complaints policy to induction for new staff.	4. June 2018	4. Director of Education	4. New staff are clear about the policy and their role in executing it.	<b>4. Completed.</b>
<b>Recommendation 3.</b> Develop further a more strategic and deliberate approach to enhancement through clearly articulated links to initiatives in support of student learning opportunities (Enhancement). <b>Deadline:</b> September 2018	To attend to this recommendation, the College will undertake the following actions: 1. Develop a strategy for enhancement that clearly identifies approaches to enhancement at local and national levels, explicitly linking strategic decisions to quality assurance processes and initiatives to support student learning. 2. Approve strategy for enhancement at Management Team. 3. Communicate enhancement strategy to staff and enhancement initiatives to students.	1. July 2018  2. Sept 2018 3. Sept 2018	1. Director of Education  2. Director of Education 3. Director of Education	1. Strategy in place that sets an agenda for enhancement across the College  2. Strategy approved and in place  3. Staff are aware of the strategy of enhancement and their contribution. Students are aware of the enhancement initiatives the College is focusing on.	<b>1. Completed.</b>  <b>2. Completed:</b> Approved at September Management Team and AWG. <b>3. Scheduled:</b> Will be communicated at 4 October 2018 National Staff Meeting and 8 October 2018 Management Committee
<b>Affirmation 1.</b> The measures being taken by the College to ensure consistency in the marking and moderation process and to improve the timing and effectiveness of feedback (Expectation B6).	To maintain this affirmation, the College will undertake the following actions: 1. To ensure consistency in marking and moderation, the Lead Tutor for Assessment will continue to: schedule regular staff training in assessment, induct all new staff in the marking process and criteria, oversee the allocation of papers to markers, and ensure the rigour of the moderation process. For 2017-18, much of the moderation will be undertaken by the module leader, enabling them to compare the range and distribution of marks from different markers. In addition, the Lead Tutor for Assessment will review the range of marks for a module before the module is released to the students. 2. To ensure turnaround of all papers within 5 weeks, the following procedures are in place:	1. July 2018   2. July 2018	1. Lead Tutor for Assessment   2. Lead Tutor for Assessment	1. Consistency in marking and moderation across the College, confirmed through the Exam Boards and External Examiner.   2. Students receive assessments within 5 term weeks of submission.	<b>1. Completed.</b>   <b>2. Completed:</b> There has been significant improvement evidenced in 2017-18 Student

	dates for return are published to students on the VLE; staff are given marking allocations at the beginning of the academic year; marking turnaround is monitored by the Assessment Administrator, Lead Tutor for Assessment, and through a regular agenda item at staff meetings.				Survey. Students indicating 'not at all' to 'Feedback is timely' dropped from 48 in 2016-17 to 9 in 2017-18. Further, the overall response moved from 'sometimes' to 'mostly'. Approximately 80% of assessments were returned within the 5-week turnaround.
<b>Affirmation 2.</b> The steps being taken to implement the revised arrangements for the management of youth ministry placements and the support provided to students and supervisors (Expectation B10).	To maintain this affirmation, the College will undertake the following actions: 1. Conduct an autumn review of the placement handbook and placement set up process in the light of how it has gone with the new incoming students 2. Add supervisor reflection on experience of the placement set up process as part of the annual placement visit report in year 1 of study. 3. Add student reflection on placement set up, induction and settling in to Placement Review task in year 1 of study.	1. Nov 2018  2. Jan 2019  3. Jan 2019	1. Lead Tutor for Youth Ministry  2. Lead Tutor for Youth Ministry  3. Lead Tutor for Youth Ministry	1. Confidence in rigour of placement process with necessary changes being made  2. Supervisor experience taken into account with appropriate changes being made  3. Student experience used to review and revise placement arrangements to ensure students are supported.	<b>1. Scheduled:</b> Review is scheduled for October 2018 and will include gathering feedback from supervisors. The Handbook and paperwork will be revised accordingly. <b>2. Scheduled:</b> Supervisors to be consulted informally at the Supervisors Day and formally via email to review set-up process.  <b>3. Completed:</b> Students asked to reflect on placement set-up as part of annual Placement Visit. The 4YMCO module also has an assessment that requires students to reflect on their placement experience thus far.