

Learning and Teaching Strategy 2022-23

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| Name of Document: | Learning and Teaching Strategy |
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| Last review by: | Head of Academic Delivery and Development |
| Policy owned and approved by: | Academic Board |
| Next review due date: | Nov 23 |

SUMMARY OF CHANGES TO DOCUMENT

This document is now fully aligned with the new Quality Code for Higher Education and has also been enhanced to include guidance to the delivery and assessment of the franchised Top-Up Programme delivered in partnership with Buckinghamshire New University. The Handbook has also been customised to include provisions for all Schools in the College.

| Summary of Changes between previous and current issue | Page Number |
|--|-------------|
| Academic Board has replaced the Quality and Standards Committee in regards to policy 'ownership' and approval. | Title |

LEARNING AND TEACHING STRATEGY

The David Game College Higher Education Centre (DGHE) Learning and Teaching Strategy aims to describe in broad terms the type of graduate we wish to produce and how we intend to achieve this objective. Our key driver is to provide the opportunity for all students to realise their full potential during their studies and in their later lives as professionals and role models in organisations and society.

Vision of the student learning experience and the characteristics of a David Game College (DGHE) graduate

- Our over-arching vision is to provide the opportunity for all students to realise their full potential during their studies and in their later lives as professionals and role models in organisations and society.
- DGHE students enter a dynamic vocation-focussed collaborative community that nurtures excellence and generates confidence, adaptability and breadth of understanding.
- DGHE students are guided to develop a responsibility for their own learning and receive pastoral and academic support to ensure the development of both specialised and transferable skills.
- DGHE graduates have independence of mind developed through a critical approach and are equipped with the knowledge, practical skills and contacts to facilitate their employability and career advancement in the business world.

- DGHE graduates are multi-skilled and innovative. They conduct themselves with integrity, are able to work effectively in collaboration with others and are mindful of their responsibilities to the environment and to members of the wider society in general.

General Principles:

DGHE is committed to:

1. High quality, differentiated learning and inclusivity;
2. The development of skills and knowledge that allows students to think critically, to be reflective of their actions and impact on others, to behave ethically and make informed decisions;
3. To providing courses and modules that enhance career opportunities and provide progression to employment and further study opportunities;
4. To providing teaching and learning activities that actively engage students in learning and promote student ownership and responsibility for the learning process through autonomous and collaborative learning;
5. To having a learner-centred approach and accommodate diverse backgrounds and needs to students;
6. To delivering programmes of study that are responsive to the needs of the students;
7. To formally recognising prior learning where it is educationally appropriate.

Version 3.1

CURRENT CHANGES TO THE EDUCATION LANDSCAPE

The current strategic document outlines a proposed direction that takes into account the macro influences to the sector, namely: Brexit, international mobility of UK students and international students, human resource constraints in the public services and healthcare sector, need to align higher education courses with employability and creating work-ready graduates, providing good value for money education, digital disruption in every sector and industry, growing incidence and awareness of mental health issues, stress-related illness and isolation among the student population, and increasing competition from alternative education models alongside financial constraints due to political volatility.

The current document outlines the learning and teaching strategy for the Higher Education Centre of David Game College in order to address proactively the current and future challenges affecting Higher Education delivery. The document also follows the new UK Quality Code for Higher Education (May 2018) reference points. These principles will be expressed in terms of expectations, and practices that address the proposed DGHE strategic direction for teaching and learning in 2021-2022.

| Advice and Guidance Themes | Referenced in the present document |
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| Theme 1: Admission, Recruitment, and Widening Access | x |
| Theme 2: Assessment | ✓ |
| Theme 3: Concerns, Complaints and Appeals | x |
| Theme 4: Course Design and Development | ✓ |
| Theme 5: Enabling Student Achievement | ✓ |
| Theme 6: External Expertise | x |
| Theme 7: Learning and Teaching | ✓ |
| Theme 8: Monitoring and Evaluation | ✓ |
| Theme 9: Partnerships | x |
| Theme 10: Research Degrees | x |
| Theme 11: Student Engagement | ✓ |
| Theme 12: Work-based Learning | ✓ |

STRATEGIC PRIORITIES FOR 2019-2021

DGHE will complete nine years of delivery in 2022, and has expanded considerably in a short span of time to be one of the most prominent independent HE Colleges in London. The College's underpinning principles stem from the long-standing leadership and experience in learning and teaching for school-age pupils at our sister College – David Game College. DGHE has expanded the College course offering from FE to HE and in February 2019 achieved one of its strategic objectives of securing Level 6 Top-Up provision with Buckinghamshire New University for Business and Health and Social Care.

The College's strategic priorities are shifting due to the changes in the education sector, the requirements of the OfS, and the new UK Quality Code. The main strategic areas for teaching and learning development over the next three years will focus on:

**EMPLOYABILITY &
CAREERS**

**LEARNING AND
ASSESSMENT**

INCLUSIVITY

STUDENT
ENGAGEMENT

TEACHING AND
SUPPORT

TECHNOLOGY
AND
INFRASTRUCTURE

OUR OBJECTIVES

1. EMPLOYABILITY & CAREERS

DGHE is committed to enhance opportunities for employability by enhancing our course delivery and engaging with employers. We are committed to provide employability related opportunities to our students and encourage engagement with employers. Our goal is to deliver courses that allow students to unlock their true potential, and that employers see our students as valuable assets for their organisation. We aim to create and strengthen relationships with employers, industry partners, professional bodies and other institutions. The College is committed to creating learning opportunities for our students. Work-based learning is pivotal to an effective delivery of current and relevant courses that lead to successful career progression for our students.

2. LEARNING AND ASSESSMENT

The College is committed to provide an exceptional student experience through an innovative, collaborative and inclusive environment. The College will continually review and improve our current programmes. We aim to develop our assessment and feedback practices to improve retention, progression, and achievement rates. We also aim to continue to deliver flexible approaches to learning, including blended learning. Our course offering will be enhanced by a proactive approach to delivery courses that are market and employer-led, and educate our students in creating and sustaining an inclusive and tolerant society.

3. INCLUSIVITY

DGHE is committed to creating a College environment and culture that engages, supports and encourages an inclusive and diverse community of student population. Our people are the foundation of the College, and we aim to inspire both students and staff to fulfil their ambitions and potential. We aim to engage with current and former students and create a network of DGHE ambassadors. We take wellbeing as one of the main priorities of the College and we create programme delivery modes, and College-wide academic and pastoral services that support our students in their learning journey. We aim to make all teaching and learning practices fair, accessible and inclusive to the whole student population.

4. STUDENT ENGAGEMENT

The College has a reputation for facilitating an open-dialogue between students, academic staff and College-wide staff. We aim to enhance our student engagement by facilitating individual and collective feedback opportunities. We aim to improve the current student representation to facilitate appropriate communication channels between our students and us. The College aims to enhance the input from our students when addressing course design and development. The College will also aim to create a more robust collective representation of the student body through a formal organisation.

5. TEACHING AND SUPPORT

The College aims to enhance our current teaching and support team and to enhance our current development of teaching and support staff with an emphasis on continuous professional development opportunities and further training in different sectors of HE provision. The College also intends to significantly develop the academic research activity by providing opportunities to academic staff to engage, write and publish articles in the area of expertise.

6. TECHNOLOGY AND INFRASTRUCTURE

The College will continue to invest in facilities, learning resources and student support services to create a space that inspires learning, and meets our student body and staff current and future needs. We will continuously review how we use the current physical facilities in order to enhance student experience. We also aim to build positive relationship with our community through external partnerships and events.

DGHE is an innovative organisation that recognises the impact technology has in education. We aim to offer a conducive digital environment that drives learning and teaching strategies in the College. We aim to embrace new technologies and lead the way to a blended approach to learning and teaching.

Reference Points, Expectations and Practice

Theme 2 – Assessment

DGHE considers assessment to be a fundamental aspect of the learning experience for our students. A robust assessment strategy will help to determine the student achievement. Quality assurance becomes pivotal to ensure that assessment processes and standards are applied consistently and equitably. The learning and teaching strategy, and other related policies set out our assessment strategy that is aligned with expectations for standards and for quality set out by the QAA code.

| Expectations | Core Practices | Common Practices | DGHE References |
|---|--|--|---|
| <i>Expectations for Standards</i> | | | |
| <p>The academic standards of courses meet the requirements of the relevant national qualifications framework.</p> <p>The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.</p> | <p>The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.</p> <p>The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.</p> <p>Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its</p> | <p>The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.</p> | <p>Approval of New Programmes Policy</p> <p>Quality Standards Committee</p> <p>Annual Programme Monitoring Report</p> <p>Academic Management Review Report</p> <p>Assessment and Internal Verification Policy</p> <p>Programme Management Committee</p> <p>External Examiner Reports</p> <p>Standardisation Meeting</p> |
| | <p>awards are credible and secure irrespective of where or how courses are delivered or who delivers them.</p> <p>The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.</p> | | <p>Termly Lecturer Meeting</p> |
| <i>Expectations for Quality</i> | | | |

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| <p>Courses are well designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.</p> <p>From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.</p> | <p>The provider designs and/or delivers high quality courses.</p> <p>The provider has sufficient appropriately qualified and skilled staff to deliver a high quality academic experience.</p> | <p>The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.</p> <p>The provider's approach to managing quality takes account of external expertise.</p> <p>The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.</p> | <p>Approval of New Programmes Policy</p> <p>Quality Standards Committee</p> <p>Programme Management Committee</p> <p>Recruitment and HR Strategy/Staff Recruitment Policy</p> <p>Staff Appraisal and Development Policy</p> |
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Theme 4 – Course Design and Development

DGHE believes in facilitating a culture of innovation and continuous improvement by delivering attractive programmes that are led by industry practices, multidisciplinary research, technological improvements, and market trends.

| Expectations | Core Practices | Common Practices | DGHE References |
|---|--|--|---|
| <i>Expectations for Standards</i> | | | |
| <p>The academic standards of courses meet the requirements of the relevant national qualifications framework.</p> | <p>The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.</p> | <p>The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.</p> | <p>Approval of New Programmes Policy</p> <p>Quality Standards Committee</p> |

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| <p>The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.</p> | <p>Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.</p> <p>The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.</p> | | <p>Annual Programme Monitoring Report</p> <p>Academic Management Review Report</p> <p>Recruitment and HR Strategy/Staff Recruitment Policy</p> <p>Staff Appraisal and Development Policy</p> <p>Learning Resources Development Strategic Plan</p> |
| <p><i>Expectations for Quality</i></p> | | | |

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|---|--|---|--|
| <p>Courses are well designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.</p> | <p>The provider designs and/or delivers high quality courses.</p> <p>The provider has sufficient appropriately qualified and skilled staff to deliver a high quality academic experience.</p> <p>The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.</p> <p>Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.</p> | <p>The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.</p> <p>The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.</p> | <p>Approval of New Programmes Policy</p> <p>Quality Standards Committee</p> <p>Annual Programme Monitoring Report</p> <p>Academic Management Review Report</p> <p>Student Engagement Policy</p> <p>Collaborative Working Policy</p> <p>Collaborative Partner Agreement</p> |
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Theme 5 – Enabling Student Achievement

DGHE aims to enable student achievement and continuously improve student retention and progression rates. We are committed to develop a positive student experience and actively engage students and staff to continuously develop the students' academic and professional skills.

| Expectations | Core Practices | Common Practices | DGHE References |
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| <i>Expectations for Quality</i> | | | |

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| <p>From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.</p> | <p>The provider has sufficient appropriately qualified and skilled staff to deliver a highquality academic experience.</p> <p>The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.</p> <p>The provider supports all students to achieve successful academic and professional outcomes.</p> <p>The provider designs and/or delivers highquality courses.</p> <p>The provider actively engages students, individually and collectively, in the quality of their education experience.</p> | <p>The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.</p> | <p>Recruitment and HR Strategy/Staff Recruitment Policy</p> <p>Staff Appraisal and Development Policy</p> <p>Learning Resources Development Strategic Plan</p> <p>Career Guidance Handbook</p> <p>Student Academic Development Policy</p> <p>Assessment and Internal Verification Policy</p> <p>Student Services Guide</p> <p>Approval of New Programmes Policy</p> <p>Student Engagement Policy</p> |
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Theme 7 – Learning and Teaching

DGHE believes that an effective learning and teaching strategy underpins the learning opportunities for all students.

| Expectations | Core Practices | Common Practices | DGHE References |
|---------------------------------|----------------|------------------|-----------------|
| <i>Expectations for Quality</i> | | | |

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|---|---|--|--|
| <p>Courses are well designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.</p> <p>From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.</p> | <p>The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.</p> <p>The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.</p> <p>The provider actively engages students, individually and collectively, in the quality of their educational experience.</p> <p>The provider supports all students to achieve successful academic and professional outcomes.</p> | <p>The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.</p> | <p>Recruitment and HR Strategy/Staff Recruitment Policy</p> <p>Staff Appraisal and Development Policy</p> <p>Lecturer Handbook</p> <p>Learning Resources Development Strategic Plan</p> <p>Student Engagement Policy</p> <p>Student Academic Development Policy</p> <p>Assessment and Internal Verification Policy</p> <p>Student Services Guide</p> <p>Quality Standards Committee</p> <p>Annual Programme Monitoring Report</p> <p>Academic Management Review Report</p> <p>Programme Management Committee</p> |
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Theme 8 – Monitoring and Evaluation

Promoting high quality learning and teaching experience by focussing on both quality assurance and quality enhancement on a College-wide basis.

| Expectations | Core Practices | Common Practices | DGHE References |
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| <i>Expectations for Standards</i> | | | |
| <p>The academic standards of courses meet the requirements of the relevant national qualifications framework.</p> <p>The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.</p> | <p>The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.</p> <p>The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.</p> <p>Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.</p> | <p>The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.</p> | <p>Quality Standards Committee</p> <p>Annual Programme Monitoring Report</p> <p>Academic Management Review Report</p> <p>Programme Management Committee</p> |
| <i>Expectations for Quality</i> | | | |
| <p>Courses are well designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.</p> | <p>The provider designs and/or delivers high quality courses.</p> <p>The provider supports all students to achieve successful academic and professional outcomes.</p> | <p>The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.</p> <p>The provider's approach to managing quality takes account of external expertise.</p> | <p>Quality Standards Committee</p> <p>Annual Programme Monitoring Report</p> <p>Academic Management Review Report</p> |

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| From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education. | The provider actively engages students, individually and collectively, in the quality of their educational experience. | The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience. | Programme Management Committee |
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Theme 11 - Student Engagement

DGHE is committed to engage our students in our quality assurance and enhancement processes in order to improve their overall student experience with the College. We are committed to capture and represent effectively the views of the whole student body in the College.

| Expectations | Core Practices | Common Practices | DGHE References |
|--|--|---|---|
| <i>Expectations for Quality</i> | | | |
| Courses are well designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed. | The provider actively engages students, individually and collectively, in the quality of their educational experience. | The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience. | Student Engagement Policy Quality Standards Committee Programme Management Committee Student-Staff Liaison Committee |

Theme 12 - Work-based Learning

The College is committed to create learning opportunities for our students. Work-based learning is pivotal to an effective delivery of current and relevant courses that lead to successful career progression for our students.

| Expectations | Core Practices | Common Practices | DGHE References |
|--|----------------|------------------|-----------------|
| <i>Expectations for Standards</i> | | | |

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| <p>The academic standards of courses meet the requirements of the relevant national qualifications framework.</p> | <p>Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure</p> | <p>The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.</p> | <p>Work Placement Handbook</p> <p>Collaborative Working Policy</p> <p>Collaborative Partner Agreement</p> |
| <p>The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.</p> | <p>irrespective of where or how courses are delivered or who delivers them.</p> <p>The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.</p> | | |
| <p><i>Expectations for Quality</i></p> | | | |

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| <p>Courses are well designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed.</p> <p>From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.</p> | <p>The provider has a reliable, fair and inclusive admissions system.</p> <p>Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.</p> <p>The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.</p> | <p>The provider's approach to managing quality takes account of external expertise.</p> <p>The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.</p> | <p>Student Welfare Policy</p> <p>Work Placement Handbook</p> <p>Student Complaints Policy</p> <p>Annual Programme Monitoring Report</p> <p>Approval of New Programmes Policy</p> <p>Student Admissions and Recruitment Policy</p> |
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ACTION PLAN 2021 -2022

| Strategic Priorities | Key Performance Indicators | Role | To be Completed Date |
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| Employability & Careers | | | |
| <p>Enhance employability/internship related opportunities</p> <p>1. To achieve an average of 80% attendance per school to all internal employability events and other related career events.</p> <p>2. To increase by 25% per School internship opportunities</p> | <p>Number of attendees events per School</p> <p>Number of students completing an internship or work placement programme</p> | <p>Careers and Employability Advisor</p> | <p>Reviewed annually in the Quality & Standards Committee.</p> <p>Final Review: November2022</p> |

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| <p>Enhance industry links in course delivery</p> <p>1. To create relationships with industry partners in order to offer internship opportunities, industry visits and guest speakers across all Schools.</p> | <p>Establishment of partnerships with key industry partners</p> | <p>Careers and Employability Advisor</p> | <p>Reviewed annually in the Quality & Standards Committee.</p> <p>Final Review: November2022</p> |
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| <p>Enhance employability skills in teaching and learning strategy</p> <ol style="list-style-type: none"> 1. To deliver short courses that lead to professional accreditation across all Schools. 2. To increase the number of industry visits by 25% per School. 3. To increase internship opportunities per School by 25%. 4. To develop the current curriculum to enhance employability opportunities across all Schools 5. To deliver study skills workshops devoted in developing employability skills across all Schools. 6. Improve 'destination of leavers' statistics for graduating students across all schools | <p>Development, recruitment, and attainment of short courses</p> <p>Measurement of frequency of industry visits per term, per school</p> <p>Number of students completing an internship or work placement programme</p> <p>Correlation of modules with assessments that are vocational and enhance opportunities for industry visits and guest speakers</p> <p>Customisation of employability skills workshops per School, and regular monitoring of attendance to each workshop, per School.</p> <p>Statistics data collection and analysis of graduates.</p> <p>Monitor higher-levels of employment into 'graduate level' jobs within 6 months of graduating.</p> <p>Monitor students' academic progress to Level 6 and Level 7 qualifications.</p> | <p>Head of Academic Delivery and Development/Head of Admissions/Marketing Officer</p> <p>Careers and Employability Advisor</p> <p>Careers and Employability Advisor</p> <p>Head of Academic Delivery and Development/ Programme Managers/Module Leaders</p> <p>Study Skills Co-Ordinator</p> <p>Careers and Employability Advisor</p> | <p>Reviewed termly in the Programme Management Committee.</p> <p>Reviewed annually in the Quality & Standards Committee.</p> <p>Final Review: November2022</p> |
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Learning and Assessment

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| <p>Review current programmes and enhance the delivery of courses that are market and employer-led</p> <ol style="list-style-type: none"> 1. To develop the current curriculum to enhance employability opportunities across all Schools 2. Design and approval of new short-courses that lead to professional accreditation, or that enhance particular skills 3. Design and approval of new courses that enhance the current offering of programmes, specifically Level 7, and executive education programmes | <p style="text-align: center;">Correlation of modules with assessments that are vocational and enhance opportunities for industry visits and guest speakers</p> <p style="text-align: center;">Development, recruitment, and attainment of short courses</p> <p style="text-align: center;">Development, recruitment, and attainment of Level 7 and executive education programmes</p> | <p style="text-align: center;">Head of Academic Delivery and Development/ Programme Managers/Module Leaders</p> <p style="text-align: center;">Head of Academic Delivery and Development/Head of Admissions/Marketing Officer</p> <p style="text-align: center;">Head of Academic Delivery and Development/Head of Admissions/Marketing Officer</p> | <p style="text-align: center;">Reviewed annually in the Quality & Standards Committee.</p> <p style="text-align: center;">Final Review: November2022</p> |
| <p>Develop assessment and feedback practices</p> <ol style="list-style-type: none"> 1. To enhance quality and mix of assignment briefs. 2. To enhance the quality of formative and summative feedback provided. | <p style="text-align: center;">Termly and annual review of the mix of assessments per School.</p> <p style="text-align: center;">Robust internal verification process.</p> <p style="text-align: center;">CPD for lecturers in developing feedback approaches.</p> | <p style="text-align: center;">Head of Academic Delivery and Development/ Programme Managers/Module Leaders</p> | <p style="text-align: center;">Reviewed termly at the Programme Management Committee and Programme Assessment Board, and subsequently the termly lecturer meeting.</p> <p style="text-align: center;">Final Review: November2022</p> |

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| <p>Monitor and improve retention, progression and achievement rates</p> <ol style="list-style-type: none"> 1. To monitor our retention, progression, and achievement rates per term, per School. 2. To increase our progression rates from Year 1 to Year 2 to 85% per School. 3. To increase our completion rates from Year 1 to Year 2 in the HND programme. 4. To increase our achievement rates in the HND programme. | <p>Implementation of robust process to record accurately achievement per student, for each module, each term, for each School.</p> <p>Continuously monitoring and reporting through the adequate Committee structure progression and completion rates.</p> | <p>Head of Academic Administration</p> <p>Head of Academic Administration/Head of Academic Delivery and Development</p> | <p>Reviewed termly at the Programme Management Committee and Programme Assessment Board.</p> <p>Final Review: November2022</p> |
| <p>Design and implement flexible approaches to learning, and monitor impact on retention, progression and achievement rates</p> <ol style="list-style-type: none"> 1. To develop and implement a blended approach to study skills. 2. To develop and implement a blended approach for the delivery of HND modules. | <p>Engagement of students in completing online study skills programme.</p> <p>Engagement of student in attending specialised workshops.</p> <p>Engagement of student in completing online activities.</p> | <p>Head of Academic Delivery and Development/ Programme Managers/Module Leaders</p> <p>Study Skills Co-Ordinator</p> | <p>Reviewed termly at the Programme Management Committee and Programme Assessment Board.</p> <p>Final Review: November2022</p> |

Inclusivity

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| <p>Engage regularly with current and former students in the creation and delivery of courses</p> <ol style="list-style-type: none"> To create a network of DGHE ambassadors To engage in consultation with former and current students in the approval of new programmes, or revalidation of existing programmes. | <p>Recruitment of DGHE Ambassadors.</p> <p>Participation of former and current students in the internal validation events for validation of new programmes, or revalidation of existing programmes or modification</p> | <p>Marketing Officer</p> <p>Head of Academic Administration/ Student Support Services</p> | <p>Reviewed annually in the Quality & Standards Committee.</p> <p>Final Review: November2022</p> |
| <p>Enhance wellbeing initiatives in the College</p> <ol style="list-style-type: none"> To enhance College-wide pastoral services by providing regular workshops and other events to increase the wellbeing of students and staff. | <p>Delivery and attendance to workshops and other wellbeing initiatives.</p> | <p>Welfare Officer</p> | <p>Reviewed annually in the Quality & Standards Committee.</p> <p>Final Review: November2022</p> |
| <p>Ensure all teaching and learning practices are fair, accessible and inclusive</p> <ol style="list-style-type: none"> To enhance College-wide academic support services, particularly drop-in sessions, study skills and employability workshops, individual learning plans. | <p>Engagement of students in College initiatives and workshops.</p> | <p>Study Skills Co-Ordinator</p> | <p>Reviewed termly at the Programme Management Committee and Programme Assessment Board.</p> |

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| <p>2. To enhance teaching practices and assessment methods that are inclusive, accessible and fair.</p> | <p>Consideration of inclusive assessment practices and methods.</p> | <p>Programme Managers/Module Leaders</p> | <p>Final Review: November2022</p> |
| Student Engagement | | | |
| <p>Enhance individual feedback opportunities</p> <p>1. Increase response rate in student satisfaction questionnaire to 80% across all Schools.</p> <p>2. Increase response rate in end of module questionnaires to 80% per School.</p> <p>3. Improve student participation and contribution to academic committee meetings.</p> | <p>Increase in engagement with College-wide questionnaire, NSS survey and other relevant methods of enquiry.</p> <p>Increase in engagement with end of module questionnaires, and representation in Student-Staff Liaison and other academic Committees.</p> | <p>Student Support Services/Marketing Officer</p> <p>Head of Academic Administration/Student Support Services</p> | <p>Reviewed termly at the Programme Management Committee</p> <p>Final Review: November2022</p> |
| <p>Enhance College-wide representation</p> <p>1. To encourage and support the establishment of a Student Union to represent student body and engage in campus activities</p> | <p>Student Body implementation</p> | <p>Student Support Services/Marketing Officer</p> | <p>Reviewed annually in the Quality & Standards Committee.</p> <p>Final Review: November2022</p> |

Teaching and Support

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| <p>Emphasis on CPD opportunities for all staff members</p> <ol style="list-style-type: none"> 1. To enhance CPD opportunities through the facilitation of participation in internal and external training, events and conferences for both full-time and part-time faculty. 2. To promote the participation of full-time and part-time staff to become a Fellow with Advance HE (FHEA), and register with other relevant professional bodies 3. To encourage Full-time and Part-Time faculty to engage in ongoing CPD (minimum of 30 hours per year) | <p>Promotion of internal and external events to contribute to CPD</p> <p>Number of Full-Time and Part-Time staff registered as Fellow or Senior Fellow with Advance HE.</p> <p>Monitoring of annual CPD hours: 10 hours of formal training activities, and 20 hours recorded of personal development activities.</p> | <p>Head of Academic Administration/ Head of Academic Delivery and Development</p> <p>Head of Academic Delivery and Development</p> <p>Head of Academic Administration</p> | <p>Review during Annual Appraisals</p> |
| <p>Develop provision for academic research activity</p> <ol style="list-style-type: none"> 1. Introduction of research activity through in-house publication and collaboration with domestic and international partners 2. Increase in FT/PT faculty attending Conferences | <p>Implementation of in-house publication of scholarly activity</p> <p>Collaboration with domestic and international partners in publications</p> <p>Participation in Conferences annually</p> | <p>Head of Academic Delivery and Development</p> | <p>Review during Annual Appraisals</p> |
| <p>Technology and Infrastructure</p> | | | |

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| <p>Continuous development of physical facilities, and learning resources</p> <ol style="list-style-type: none"> 1. To develop the physical learning resources and library facilities 2. To oversee the learning resources requirements across all Schools. 3. To develop a borrowing and stock management system | <p>The expansion of physical library space</p> <p>The stock of physical and online resources across all Schools</p> <p>The implementation of a borrowing and stock management system.</p> | <p>Librarian</p> | <p>Reviewed annually in the Higher Education Management Team.</p> <p>Final Review: November2022</p> |
| <p>Recruitment of academic and administrative staff</p> <ol style="list-style-type: none"> 1. To recruit Full – Time Programme Managers 2. To recruit Full-Time and Part-Time Administrative Staff | <p>Recruitment of faculty and admin staff</p> | <p>Director of Higher Education</p> | <p>Reviewed annually in the Higher Education Management Team.</p> <p>Final Review: November2022</p> |
| <p>Continuous implementation of digital technologies to enhance learning and teaching</p> <ol style="list-style-type: none"> 1. To develop and implement a blended approach to study skills. 2. To develop and implement a blended approach for the delivery of HND modules. | <p>Engagement of students in completing online study skills programme.</p> <p>Engagement of student in attending specialised workshops.</p> <p>Engagement of student in completing online activities.</p> | <p>Head of Academic Delivery and Development/ Programme Managers/Module Leaders</p> <p>Study Skills Co-Ordinator</p> | <p>Reviewed termly at the Programme Management Committee and Programme Assessment Board.</p> <p>Final Review: November2022</p> |