

Higher Education Review (Embedded Colleges): Action Plan

Royal Holloway International Study Centre action plan relating to Higher Education Review (Embedded Colleges) of 18-19 th October 2016						
Good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
In the course of HER(EC), the review team identified the following areas of good practice that are worthy of wider dissemination (Higher Education Review (Embedded Colleges) 18-19 th October 2016).						
<ul style="list-style-type: none"> The use of 'drop-in' observations of teaching by management to inform the annual appraisal process, leading to more focused staff development (Expectation B3) 	Encourage tutors to submit the voluntary section of peer review forms for consideration during annual appraisals	Aug 2017	Head of Academic Subjects (HoAS) / Head of English (HoE)	Enhanced staff development	Quality Assurance & Enhancement Group (QAEG)	Staff feedback; staff appraisals
	Review peer and management observation reports for all staff on a termly basis to inform Centre-wide and individual training and Continuous Professional Development (CPD)	July 2017	HoAS / HoE / Head of Centre (HoC)	Enhanced staff development	QAEG	Staff feedback; student feedback; student outcomes data analysis
	Encourage tutors to share the positive outcomes of observation reports as elements of good practice at Curriculum Committee meetings	June 2017	HoAS / HoE	Enhanced staff development	QAEG	Staff feedback; student feedback; student outcomes data analysis

	Continue interdisciplinary and/or subject specific peer to peer observations - in the first term for all new staff and annually for other staff	Aug 2017	HoAS / HoE	Enhanced staff development	QAEG	Staff feedback; student feedback; student outcomes data analysis
	Share good practice with network Observation Policy Working Group (OPWG) Curriculum Learning Enhancement sub-Committee (CLEC)	June 2017	HoC	Enhanced staff development	QAEG/OPWG/CLEC	Staff feedback; OPWG notes, CLEC minutes
<ul style="list-style-type: none"> The range of ways in which the Centre is engaging with its partner university to systematically enhance the curriculum (Expectations B3, B4) 	Regularly review the list of departmental link tutors with the Royal Holloway (RH) Undergraduate Admissions Manager to ensure it remains current	June 2017	HoAS / HoC	Effective and punctual communications between the ISC and RHUL (University) link tutors	QAEG	Student feedback on departmental activities/events
	Continue to consult departmental link tutors in programme approval processes and/or module changes each year so curriculum is current and appropriately prepares students	Sept 2017	HoC	University input into programme approval processes and module developments	QAEG	Link Tutor feedback log

	Maintain and further develop the relationships between International Study Centre (ISC) tutors and departmental link tutors to maximise mutual benefits, including International Foundation Year (IFY) students attending Royal Holloway guest lectures and departmental careers events	Sept 2017	HoAS / HoC	Effective and punctual communications between the ISC and RHUL link tutors	QAEG	Student feedback on departmental activities/events
	Increase representation of RH link tutors at the Programme Assessment Boards (PAB) to one from each faculty, with link tutor to chair	Aug 2017	HoC	Maintaining positive relationships	QAEG	Minutes of PAB; annual monitoring
	Work with RH Library to continue & enhance academic research skills workshops	Sept 2017	HoE	Enhanced academic research skills	QAEG	Student feedback, student outcomes data
	Liaise with link tutors to arrange peer observations with university Departments	Sept 2017	HoAS / HoC	Enhanced staff development	QAEG	Staff feedback; student feedback; student outcomes data
	Investigate opportunities to obtain feedback from progressed students to feed into curriculum developments	Sept 2017	HoC	Relevant modules that prepare students for undergraduate study at RHUL	QAEG	Student feedback; alumni feedback; departmental feedback; student outcomes data

<ul style="list-style-type: none"> The comprehensive and integrated support that enables students to develop their academic, personal and professional potential (Expectation B4). 	Head of Centre and Welfare Officer to attend Mental Health First Aid course or equivalent to better support students	Aug 2017	HoC	Enhanced academic and welfare support for students with Special Educational Needs (SEN) and mental health needs	QAEG	Student and staff feedback; Early identification and intervention leading to improved progression and retention rates
	Trial sending out module information packs to 'confirmed' students prior to Sept 2017 entry to inform student expectations, allow for course preparation and module option choice	Sept 2017	HoC	Students are aware what to expect on the course and they start preparing pre-arrival; students have a clear idea on module options on arrival	QAEG	Student feedback; student outcomes data
	Welfare Officer to formalise scheme of work in providing individual and group tutorials	Sept 2017	Welfare Officer	Enhanced academic and welfare support; Weak students are provided support and guidance through a formalised system	QAEG	Student and staff feedback; Early identification and intervention leading to improved student outcomes
	In line with Centre Learning, Teaching & Assessment (LTA) strategy, provide training/CPD on the better use of differentiation in classes to further challenge green rated students	Sept 2017	HoC	Enhanced academic support for high achieving students	QAEG	Student outcomes data analysis; annual monitoring

	Implementation of the Centre's Learning, Teaching & Assessment strategy in the re-structured International Foundation Year e.g. formative assessment	Sept 2017	HoAS / HoE / HoC	Enhanced teaching, learning and assessment methods	QAEG	Student outcomes; annual monitoring
	Consider how to better use diagnostic testing for English and Maths at the start of the programme to inform early intervention strategies and track student progress	Sept 2017	HoAS / HoE / HoC	Effective and targeted support through support classes	QAEG	Student outcomes; annual monitoring
	Formalise the alumni mentoring scheme to peer-level support current students	Sept 2017	HoC	Enhanced academic and welfare support	QAEG	Staff and student feedback
	Tutors to highlight in class the employability skills embedded in module learning outcomes to raise student awareness	Sept 2017	HoAS / HoE / HoC	Enhanced development of employable skills	QAEG	Student feedback; student outcomes
	Review the Centre's delivery of the Career Ahead initiative and revise implementation based on student & employability lead feedback	Sept 2017	Employability Lead	Enhanced development of employable skills	QAEG	Student feedback; student outcomes

	Use the weekly news slide to better advertise RH departmental events	June 2017	HoAS / HoE	Student attendance at RH guest lectures and departmental career events	QAEG	Student feedback; student outcomes
	Review student participation & further promote the RH Passport Award scheme to facilitate students in receiving recognition for developing employable skills	Sept 2017	Employability Lead	Enhanced development of employable skills	QAEG	Student feedback; student outcomes
	E-learning Champion to ensure stage 1 minimum Virtual Learning Environment (VLE) standards are upheld and progressively adopt & monitor implementation of Provider's higher level expectations	Aug 2017	E-Learning champion	Enhanced support for E-learning leading to better outcomes	QAEG	Student and staff feedback; Improved progression and retention rates
	Increase the number of pathway trips and ensure their relevance to the curriculum is better utilised	Sept 2017	HoAS / HoC	Enhanced co-curricular and experiential learning	QAEG	Student feedback; student outcomes

	Continue to promote the importance of student engagement in Staff-Student Committee (SSC) and QAEG, providing further guidance and training to support participation, skills and personal development & participation in Student Council & feedback to students	Sept 2017	HoC	Enhanced student engagement in Centre governance	QAEG	Student feedback; Meeting minutes; annual monitoring reflection; Centre Review (as applicable)
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