



**UNIVERSITY OF
PLYMOUTH**
International College

Academic Action Plan

2023-2024

Updated 2nd February 2024

Area for Action	Issue / Problem	Person Responsible	Specific Actions	Success Criteria / Targets	Timescale and Review Date(s)	Monitoring, Evaluation and Reporting Arrangements	Regulatory Requirements (for example, OfS B Conditions)	Progress of Actions / Targets	Overall Action Completed
<i>Last Year's Action Plan (if relevant)</i>									
Annual Monitoring Report	<p>There is often a lack of engagement in the processes by University staff and it is very difficult to get them to comment on their specific areas of interest.</p> <p>The college also needs to get a greater involvement from the recently progressed students</p>	DASS	<p>Targeted discussions about current L&T with University Academic Staff and recent alumni students to identify areas that need changing or updating.</p> <p>More involvement is required from current ATS</p>	<p>A greater input from alumni students and University programme leads.</p> <p>Better module and grade outcomes whilst at University and better graduate outcomes.</p> <p>Higher pass rates and achievement of college KPI's</p> <p>Success linked to Annual Monitoring outcomes</p>	Annually	Provided to the March AAC committee meeting and to Navitas UPE in January	<p>Navitas UPE Quality Manual</p> <p>Navitas UPE Education Strategy</p> <p>Navitas NPR/UPIC CPR QS02 Annual Monitoring</p> <p>OfS B Conditions:</p> <p>B1.3 B1.4 B2.3 B3.4 B4.3 B5</p>	<p>Ongoing:</p> <p>Annual Monitoring report prepared in November 2023</p> <p>Annual Monitoring Report Completed and set to AR for approval.</p> <p>Meeting held with senior academic in the Business School</p> <p>Head of Undergraduate programmes in the Plymouth Business School invited to talk to the UPIC Students</p> <p>Curriculum in the Computing Foundation</p>	

								changed to give better preparation to students	
Tracer Data	<p>High levels of 2:2 and 3rd Class degrees linked to students transitioning to the university and struggling with the differences in learning and teaching.</p> <p>Potentially through the lack of ability of the University to be as hands on with the students and progressing students struggling with the larger class sizes.</p>	DASS/SET/ATS	<p>Preparing current students by putting the 'alumni project' into place. Inviting alumni students to classrooms to talk to current students. Having an alumni presence on the student council.</p> <p>Inviting programme leads into the classrooms to talk to and demonstrate how difficult degree courses can be.</p> <p>A more targeted approach to the Integrated cohorts with an SEO detailed to take charge of the support and contact needed.</p> <p>Fully prepare students for life after UPIC.</p> <p>This area is linked to the Annual monitoring as the partner needs to tell the College where the academic deficiencies are and let the College know how</p>	<p>A continuation of good graduate outcomes. Greater proportion of 2:1 and First-Class degrees compared to 2:2 and Third-class outcomes.</p> <p>Comparable module results to home/other overseas students</p> <p>Comparable grade outcomes to home/other overseas students</p> <p>A larger number of students seeking and receiving help from UPIC Integrated mentors, UoP personal tutors and the academic support services available through the University Library</p>	Annually through the tracer data report and November AAC committee meeting	<p>Tracer data reported to Navitas on an Annual basis and to the University in the November committee meeting.</p> <p>Improvements can take a number of years to filter through as the University will teach UPIC students for two to three years before graduation.</p> <p>This is a long-term project.</p> <p>Reported at the AAC meeting in November and the UPIC Teaching and Learning Board meetings</p>	<p>Navitas NPR/UPIC CPR QS02 Annual Monitoring</p> <p>OFS B Conditions:</p> <p>B1.4 B2.3 B3.4 B4.3 B5</p>	<p>Ongoing:</p> <p>Graduate and module data to be received from UoP in October 2023</p> <p>Long term aim as progress may take a few years to filter through to graduation outcomes</p> <p>Main tracer data completed and reported to UoP. Graduate results reflect no substantial change. Graduating students were the first to be impacted by the Pandemic and there is a potential for this to continue for a few years</p> <p>Navitas Tracer Data is ongoing</p>	

			progressed students cope with life at University.						
Student Data & Outcomes (Academic Matrix)	<p>A recent downturn in retention, progression and pass rates means that we are now close to our KPI minimum percentages of 85%</p> <p>It is believed that this may be linked to a COVID downturn that is also prevalent at the Partner University</p> <p>UPIC also had a slightly reduced satisfaction rate in the Annual survey and a lower Net Promotor score that the previous year.</p> <p>We have also seen student satisfaction reduce in the end of semester surveys to below where we believe we should be.</p> <p>There is also an issue with students responding to this survey and that with the question set there is no context supplied to the negative responses</p>	DASS/SET/ATS	<p>Continue to double check data in the academic matrix to locally sourced data available through grade books and award board/subject panel data.</p> <p>Investigate the current levels of student engagement inside and outside the classroom.</p> <p>Management and Peer based observations to be used to advise teaching staff on improvements in engagement if needed.</p> <p>Potential for short follow up UPIC student targeted survey to get some written context behind the module survey results.</p> <p>Push the end of semester module survey more effectively to give a statistically relevant result.</p>	<p>Achievement of set KPI's of 85% for progression, retention, pass rates and completion.</p> <p>Increase in student satisfaction rates across the criterium in both the annual survey and the module survey.</p> <p>Minimum Satisfaction rates of 90% overall in both surveys</p>	<p>Semesterly</p> <p>Semesterly through the module survey and annual through the Navitas survey</p>	<p>Reported to the University via the semester AAC committee and to Navitas in the BU</p> <p>Balanced Scorecard and through Power BI</p> <p>Through the College Enhancement Team and Teaching and Learning Board meetings</p>	<p>Navitas UPE Quality Manual</p> <p>Navitas UPE Education Strategy</p> <p>Navitas NPR/UPIC CPR QS02 Annual Monitoring</p> <p>Also affected by NPR/CPR:</p> <p>M3 Attendance and Engagement Monitoring</p> <p>QS04 Learning and Teaching</p> <p>QS06 Enhancement</p> <p>QS08 Student Engagement</p> <p>QS09 Assessment Regulations</p> <p>OFS B Conditions:</p>	<p>Ongoing:</p> <p>Continuing to work closely with the UPE data team whilst collating and analysing student data from internal sources such as End of Semester Board Paperwork and individual module gradebooks</p> <p>Progression from PMM is high and all but Business Foundations have shown improvement.</p> <p>Still an issue with the Business Foundation course, particularly the second semester but there is hope that it will be</p>	

							Collectively B1 B2 B4 B5 Specifically: B3	the last cohort that have the same financial issues that has ultimately affected retention etc.	
Academic Support	<p>ATS are often unable to respond to student email enquiries, due to the bulk of the emails or because it is outside their teaching hours.</p> <p>How are the ATS checking understanding at the end or during each session.</p> <p>Is there a way to manage classroom time so academic support sessions can be built in on a weekly basis.</p>	DASS/SET/ATS	<p>It is often seen that ATS finish the module tuition earlier than week 11 of teaching. Whilst this time is used for extra tuition and revision sessions (such as mock examinations) can we, instead, balance this by teaching four hours a week and use the final hour for academic support in the classroom?</p> <p>If a class finishes earlier than the posted time can ATS use the time that is left for in class support?</p>	<p>Higher student satisfaction rates in end of year and module surveys.</p> <p>Higher engagement and attendance statistics.</p> <p>An increase in both the pass rates and the pass marks to ensure that the KPI of an 85% pass rate is met and the average grade of between 62 and 68% is maintained.</p>	Bi-Weekly and Semesterly	<p>Verbal feedback to the ATS in the Pre-Semester meeting</p> <p>If necessary, this can also be reported and discussed in the semesterly AAC report and the Annual Monitoring Report</p> <p>Through the College Enhancement Team and Teaching and Learning Board meetings.</p>	<p>Navitas UPE Quality Manual</p> <p>Navitas UPE Education Strategy</p> <p>Navitas NPR/UPIC CPR</p> <p>QS04 Learning and Teaching</p> <p>QS05 Teaching Observation</p> <p>QS06 Enhancement</p> <p>QS07 Support</p>	<p>Ongoing:</p> <p>Maths tutors are given extra hours to act as in class teaching assistants to aid students who struggle with this essential subject. This ensures that help can be given in 'real time'.</p> <p>Students are encouraged to upload draft essays into Turnitin so that they can get</p>	

			<p>Students can come and chat to the Student Experience Team about Academic Support. The team needs to then signpost to the ATS that a particular student needs extra help.</p> <p>Communication of this to the students can be done via email, social media and the Student Experiences Team regular 'Friday Shout Outs' to the students.</p> <p>Signposting of integrated students to the First Year UPIC mentors and personal tutors: see Learning opportunities for more detail.</p>			At the Student Council meetings	<p>QS08 Student Engagement</p> <p>QS10 (A and B) Student Complaints and Academic Appeals</p> <p>QS13 Bullying and Harassment</p> <p>OFS B Conditions:</p> <p>B1.4 B2.3 B4.3</p>	<p>feedback on their work before the submission deadline.</p> <p>First Year tutors have been asked to increase Formative work to target the independent learning skills that some UPIC students struggle with</p>	
Assessment & Feedback	<p>Coursework not marked and moderated in time to give students the ability to act upon feedback.</p> <p>Some coursework is set too late in the semester.</p> <p>Assessments are often sent to the SET later</p>	DASS/SET/ATS	<p>Remind ATS of their responsibility under the academic regulations.</p> <p>Contact ATS when the 10-working day deadline is approaching.</p> <p>Analyse DMDs for coursework submission weeks and</p>	<p>Students able to access feedback and act on it before the next assessment deadline.</p> <p>Student satisfaction with assessment feedback increases and is reflected in the end of semester and annual surveys.</p> <p>Minimum Satisfaction</p>	Semesterly review	<p>Verbal feedback to the ATS in the Pre-Semester meeting</p> <p>If necessary, this can also be reported and discussed in the semesterly AAC report and the Annual</p>	<p>Navitas UPE Quality Manual</p> <p>Navitas UPE Education Strategy</p> <p>Navitas NPR/UPIC CPR</p> <p>QS02 Annual Monitoring</p>	<p>Ongoing:</p> <p>Currently commentary from external examiners on the levels of feedback and feedforward to Level 4 and PMM students is very positive.</p>	

	<p>than the week one of teaching deadline.</p> <p>Feedback is generally good and extensive, but some foundation modules need improvements.</p> <p>Are students aware of the available feedback and where to find it?</p> <p>Does the feedback detail how to make improvements?</p>		<p>work with ATS to set them earlier if necessary.</p> <p>Work with First markers and internal moderators so that they are aware of the minimum standards required in student feedback/feedforward.</p> <p>Work with the student council to ensure the student body is happy and act on any further concerns that they bring regarding individual tutors.</p>	<p>rates of 90% overall in both surveys</p> <p>The continuation of the excellent feedback received by the current stage 4/PMM external examiners.</p>		<p>Monitoring Report</p> <p>Through the College Enhancement Team and Teaching and Learning Board meetings.</p> <p>At the Student Council meetings</p>	<p>QS09 Assessment Regulations</p> <p>OFS B Conditions:</p> <p>B1.4 B2.3 B3.4 B4.2 B4.3 B5</p>	<p>Generally positive comments from the UoP academics tasked with moderating the Level and PMM assessments.</p> <p>Where changes are requested, these are acted up in a timely manner.</p> <p>SEO's are checking assessment submission dates and sending reminders to tutors regarding the grading deadlines</p>	
Learning Opportunities	<p>How effectively does the SET and the ATS signpost students towards leaning opportunities on or off campus.</p> <p>How well does the College and the ATS define these opportunities to the student body?</p>	DASS/SET/ATS	<p>Students need to be signposted to extra-curricular opportunities that are occurring on campus such as talks given by visiting professors or activities run through the Student Union</p> <p>The SET needs to use the student council in this more effectively to get the message out to</p>	<p>Students able to take part in University wide events and able to expand their knowledge in subject areas by attending talks relevant to their degree.</p> <p>A direct link to increased satisfaction data and in increase in retention/progression as students will want</p>	Semesterly and Annually through the AMR	<p>Through the College Enhancement Team and Teaching and Learning Board meetings.</p> <p>In the semesterly AAC reports when required</p>	<p>Navitas UPE Quality Manual</p> <p>Navitas UPE Education Strategy</p> <p>Navitas NPR/UPIC CPR</p> <p>QS02 Annual Monitoring</p> <p>QS04 Learning and Teaching</p>	<p>Ongoing:</p> <p>UPIC's main accommodation provider Clever Student Lets has advertised to current students the opportunity to work with them on a short term (paid) internship over the summer.</p>	

			<p>students alongside more traditional methods of communication, such as email and social media.</p> <p>Students need to be encouraged to use the physical library resources alongside the online 'Primo' library that is signposted in lessons (See action point below as well).</p> <p>The SET needs to look into the viability of peer assisted learning or mentoring schemes and could get some selected alumni students involved in this work.</p> <p>Promotion of employability skills as a learning opportunity</p>	<p>to remain at UPIC/UoP</p> <p>Peer learning and Mentoring will have dual effect on both the mentor and mentee. Increasing confidence in both students and increasing the ability to pass modules and programmes.</p>		At the Student Council meetings	<p>QS05 Teaching Observation</p> <p>QS06 Enhancement</p> <p>QS07 Support</p> <p>QS08 Student Engagement</p> <p>OFS B Conditions:</p> <p>B1.3</p> <p>B1.4</p> <p>B2.3</p> <p>B3</p> <p>B4.2</p>	<p>This teaches employability skills.</p> <p>Students signposted to opportunities on Campus such as maths and English support.</p> <p>Students shown how to use the University library effectively and are trained in the use of the E-library research resource.</p> <p>In class maths support now available.</p> <p>Planning in place for UPIC Career days</p>	
Learning Resources	In a similar vein to learning resources the College does need to investigate how well these are promoted through the SET and the ATS and how many students take	DASS/SET/ATS	The SET will start to analyse each Moodle page to make sure that they are clear and easy to navigate and that up-to-date resources have been used.	An increase in pass rates and pass marks and a better student satisfaction in both the Module and annual surveys in this metric.	Semesterly and Annually through the AMR	Through the College Enhancement Team and Teaching and Learning Board meetings.	<p>Navitas UPE Quality Manual</p> <p>Navitas UPE Education Strategy</p> <p>NPR/UPIC CPR</p>	<p>Ongoing:</p> <p>See above reference the University Library</p>	

	<p>up these opportunities.</p> <p>A few students have commented that some Moodle pages need updating with more recent resources.</p> <p>It has been noticed that not all modules have a module or assessment handbook uploaded.</p>		<p>ATS are required to put a module or assessment handbook on their Moodle pages detailing the module content and the assessments (including type of assessment, due dates and weightings).</p> <p>The DASS will start to promote the use of Moodle Quizzes as a that can be set as an aid to learning inside and outside the classroom.</p> <p>Academic guides discussing academic offences should be placed prominently on every Moodle page, not just the InfoHub module.</p> <p>A guide on the use of Primo, the University online library and research resource should also be place on every Moodle page.</p> <p>Tutors have already been asked to host the academic regulations, the SET will check to make sure they are the most up to date copy. This is also going to be</p>	<p>Minimum Satisfaction rates of 90% overall in both surveys, minimum of 85% pass rate and a maintenance (at least) of the current average grade (62-68%).</p> <p>Cleaner and more accessible Moodle pages will increase student engagement with them.</p> <p>Module handbooks will allow the students to plan more effectively, increasing engagement and pass rates/marks.</p>		<p>At the Student Council meetings</p> <p>In the semesterly AAC reports when required</p>	<p>QS02 Annual Monitoring</p> <p>QS04 Learning and Teaching</p> <p>QS05 Teaching Observation</p> <p>QS06 Enhancement</p> <p>QS07 Support</p> <p>QS08 Student Engagement</p> <p>QS09 Academic Regulations</p> <p>QS10 (A and B) Student Complaints and Appeals</p> <p>QS15 Access and Participation Statement</p> <p>OFS B Conditions:</p> <p>B1.4 B2.3 B4.2 B4.3</p>	<p>Learning resources are available on Moodle and each Moodle page also hosts the academic regulations and a generic marking criterion.</p> <p>Study skills resources, particularly those for plagiarism, are also available on Moodle pages and the InfoHub Moodle page that they are signposted to by the SET.</p>	
--	---	--	---	--	--	---	--	--	--

			targeted for DMDs, Module Guides and Module handbooks.						
			ATS will be required to remove (not just hide) ant resources that they are not using and any assessments that are no longer in use.						
Organisation & Management	<p>It is noted that some assessments are set too late in the semester so students may not have access to feedback before final assessments are due.</p> <p>In a few modules feedback is still inadequate and the ATS will need more training on the approach to the feedback/feedforward and the transparency of the marking.</p> <p>Whilst management ATS observations have resumed the Peer observations have lagged somewhat.</p> <p>Modules and programmes need a more targeted approach to review.</p>	DASS/SET	<p>The SET will review submission dates across all modules to ensure that feedback can be accessed and acted upon before final submissions are due.</p> <p>A designated member of the SET will build a semester timeline on assessments and contact the tutors when they are getting close to the ten-day submission turnaround time.</p> <p>The SET and the DASS will review levels of feedback on a semesterly basis and target tutors who are giving inadequate or no feedback to students and invite them in for feedback and moderation</p>	<p>A more efficient timetabling process.</p> <p>All ATS providing feedback/feedforward at a good standard. No module singled out at the semesterly award boards for the lack of feedback given.</p> <p>An increase in engagement from students as a result of management and Peer observations, which will also increase the sharing of best practice.</p> <p>Increase in pass rates and pass marks due to some students being able to access feedback in a timely manner and acting upon it.</p>	<p>Semesterly with an annual overview in the AMR.</p> <p>Extra reporting to Navitas and the University as required.</p>	<p>Reported through the AAC and with the SPMB as required.</p> <p>Matters raised at the Navitas LTQC and Learning and Teaching Forums and at the Navitas Academic Board as Required.</p> <p>Discussed in the College Enhancement Team and Teaching and Learning Board</p>	<p>Navitas UPE Quality Manual</p> <p>Navitas UPE Education Strategy</p> <p>All Navitas NPR/UPIC CPRs</p> <p>OFS B Conditions:</p> <p>Collectively B1-B5 Specifically:</p> <p>B1.4 B3.4 B4.3</p>	<p>Ongoing:</p> <p>The DASS and a member of the SET are meeting with the Timetabling team to discuss the issues faced by the College and propose solutions and ways forward.</p> <p>Currently commentary from external examiners on the levels of feedback and feedforward to Level 4 and PMM students is very positive.</p> <p>The DASS is an active member of the Navitas</p>	

	<p>The lack of SET staff has caused a backlog in detailed reviews.</p> <p>Timetabling with the University and planning for relative 'transient' student numbers can be an issue as the College often needs to move faster than the University can move. Ensure that the correct number of classrooms at the right sizes is often a last-minute decision as student admission numbers and retention (primarily due to finance) fluctuates.</p>		<p>training. The DASS will take an active role in moderating modules where feedback has been traditionally poor to give first hand advice,</p> <p>A member of the SET team will organise the times and dates for both the management observation and the peer observations.</p> <p>The DASS will pair tutors for the peer observations to ensure that every member of the ATS completes one annually. It is possible that senior members of the ATS may be asked on an Ad Hoc basis to aid in the training of new ATS.</p> <p>Modules and Programmes will undergo a full review on content and assessments. The SET will be checking each module page to check that resources are up to date and an unused content and old assessments are deleted. The ATS will be expected to keep</p>	<p>Increase in student satisfaction scores in student surveys.</p> <p>Minimum Satisfaction rates of 90% overall in both surveys, minimum of 85% pass rate and a maintenance (at least) of the current average grade (62-68%).</p>				<p>Learning and Teaching Quality Committee and the Academic Board</p> <p>The DASS has met with teaching staff and students to discuss ways to implement areas of the academic plan</p>	
--	---	--	--	---	--	--	--	--	--

			<p>their Moodle pages fresh and updated.</p> <p>ATS will need to review the assessment strategy on a regular basis (unless it is a Level 4 Business based module where UPIC matches up to the equivalent University modules)</p> <p>The DASS and a designated member of the SET will be in regular contact with the University timetabling team and the UPIC admissions team to make sure that adequate rooms and teaching staff are available as numbers fluctuate</p>						
Student Voice	<p>An area for improvement that was picked up in the annual survey was 'Student Voice'.</p> <p>A number of students are concerned that the feedback they give to the college is not acted upon and that student's opinions may not be valued by the staff.</p>	DASS/SET/ATS	<p>How effective are the student council. Some work needs to be done to investigate whether they are truly representing students and bringing issues to the college. There is a feeling that oftentimes it is issues faced by the student council members.</p> <p>Do student council members introduce</p>	<p>An increase in student satisfaction rates in the end of semester and annual surveys</p> <p>Minimum Satisfaction rates of 90% overall in both surveys.</p> <p>An increase in participation in the student surveys.</p>	Semesterly (end of semester survey) and Annually (Navitas Survey)	<p>Discussed in the College Enhancement Team, the Teaching and Learning Board and the student council.</p> <p>Reported via the AAC as required.</p>	<p>Navitas UPE Quality Manual</p> <p>Navitas UPE Education Strategy</p> <p>Navitas NPR/UPIC CPR</p> <p>QS02 Annual Monitoring</p> <p>QS06 Enhancement</p>	<p>Ongoing:</p> <p>Dialogue with the student union has started.</p> <p>UPIC has an open-door policy so students can raise issues directly with the SET and the senior</p>	

	<p>Other areas of concern include the means and opportunity to give feedback to the staff.</p> <p>The Survey also picked up on how well the student union represented students in terms of regulations and whilst the College doesn't really have that relationship with the Student Union it may be worth investigating how we interact with this student body.</p>		<p>themselves to the class and make themselves available to the student cohort?</p> <p>Students can bring issues directly to the College, but this is not widely utilised. A way forward could be a virtual suggestion box accessed by a QR code on each Module page and policed by the SET.</p> <p>The college can use social media to a fuller extent on this issue.</p> <p>More effective promotion by the ATS and SET of the student surveys.</p> <p>In terms of the Student Union, we can use them in a wider context but not with regard to Regulations as ours are different to the those of UoP</p>				<p>QS07 Support</p> <p>QE08 Student Engagement</p> <p>QS10 (A and B) Student Complaints and Appeals</p> <p>QS13 Bullying and Harassment</p> <p>OFS B Conditions</p> <p>B2.3</p>	<p>management team.</p> <p>The regularity of the Student Council meetings has been increased so that we have more opportunity to hear the student voice.</p> <p>Full student council for 2401 is in place and a new student president has been elected.</p>	
The Teaching on Programme	Are the ATS still using adequate engagement techniques and bitesize learning when in class?	DASS/SET/ATS	Management observations to be better organised throughout the semesters with each tutor getting one management observation a year.	<p>An increase in overall attendance and student satisfaction levels</p> <p>Increase in pass rates and pass mark</p>	Semesterly review with an annual overview through the observation follow up and action plan.	<p>Through annual Peer and management observations</p> <p>College Enhancement Teams and the</p>	<p>Navitas UPE Quality Manual</p> <p>Navitas UPE Education Strategy</p>	<p>Ongoing:</p> <p>Teaching and Peer Observations are currently being planned for the</p>	

	<p>Are they investigating new engagement techniques?</p> <p>Whilst there has been a return to management observations peer observations have not yet regularly returned.</p> <p>How are the ATS checking that the learning outcomes are being absorbed</p>		<p>DASS to target engagement techniques and 'check learning' techniques.</p> <p>Semester Peer observations need to be utilised for sharing of best practice. All ATS to be involved at least once a year.</p> <p>New ATS to be buddied up (where appropriate) with a more experienced tutor.</p> <p>DASS to ensure that feedback from observations is taken on board and a short action plan (where appropriate) is constructed.</p>	Minimum Satisfaction rates of 90% overall in both surveys, minimum of 85% pass rate and a maintenance (at least) of the current average grade (62-68%).		<p>Teaching and Learning Board</p> <p>The Student Council</p> <p>Reporting to the LTQC and AAC committees when appropriate</p>	<p>Navitas NPR/UPIC CPR</p> <p>QS02 Annual Monitoring</p> <p>QS04 Learning and Teaching</p> <p>QS06 Enhancement</p> <p>QS07 Support</p> <p>QS08 Student Engagement</p> <p>QS09 Assessment Regulations</p> <p>QS10 (A and B) Student Complaints and Appeals</p> <p>OFS B Conditions:</p> <p>B1.3</p> <p>B1.4</p> <p>B3.4</p>	<p>upcoming semester.</p> <p>The premasters tutors have a pre semester meeting to ensure that teaching across the programme occurs in a logical manner and that communication across the semester occurs regularly.</p> <p>Assessments using CHATGPT are being trialled in the College</p> <p>Two modules are now using ChatGPT in their assessments.</p> <p>Both management and peer observations are now operational in each semester</p>	
<i>Learning & Teaching (misc.)</i>	As set out above in several of the targeted areas there are some issues	DASS/SET	See actions detailed above in 'Teaching in Programme', 'Student Voice' 'Assessment	An increase in overall attendance and student satisfaction levels	Semesterly review with an annual overview through the	Through annual Peer and management observations	Navitas UPE Quality Manual	<p>Ongoing:</p> <p>The DASS is an active member</p>	

	<p>within learning and teaching that can be addressed.</p> <p>Low academic outcomes and low attendance in modules can be linked to lack of student engagement and successful outcomes in the classroom.</p> <p>This is notwithstanding the recognised issues displayed by a cohort of current students who have shown themselves to be not academically ready for the rigours of student life and several students who enrolled with the sole intent to apply for a Workers Visa.</p> <p>This issue is prevalent across the University and UPIC have had many conversations regarding it with senior academics and the Quality team at UoP as well as the current external examiners.</p>		and Feedback' and 'Organisation and Management'.	<p>Increase in pass rates and pass mark</p> <p>Minimum Satisfaction rates of 90% overall in both surveys, minimum of 85% pass rate and a maintenance (at least) of the current average grade (62-68%).</p>	observation follow up and action plan.	<p>College Enhancement Teams and the Teaching and Learning Board</p> <p>Reporting to the LTQC and AAC committees when appropriate</p>	<p>Navitas UPE Education Strategy</p> <p>Navita NPR/UPIC CPR</p> <p>QS02 Annual Monitoring</p> <p>QS04 Learning and Teaching</p> <p>QS06 Enhancement</p> <p>QS07 Support</p> <p>QS08 Student Engagement</p> <p>QS09 Assessment Regulations</p> <p>QS10 (A and B) Student Complaints and Appeals</p> <p>OFS B Conditions:</p> <p>B1.3 B1.4 B3.4</p>	<p>of the Navitas Learning and Teaching Quality Committee and the Academic Board</p> <p>Teaching and Peer Observations are currently being planned for the upcoming semester.</p> <p>Assessments using CHATGPT are being successfully trialled.</p> <p>Two modules are now using ChatGPT in their assessments.</p> <p>Both management and peer observations are now operational in each semester</p>	
--	---	--	--	--	--	---	--	--	--

<p><i>Student Experience (misc.)</i></p>	<p>As above, the issues are set out in many of the actionable areas above. It is the Colleges aim to give the students the best experience both inside and outside of the classroom.</p> <p>Poor engagement in the classroom can affect this as can a lack of organised extra-curricular events by the UPIC Student Experience Team</p>	DASS/SET	See actions detailed above in 'Teaching in Programme', 'Student Voice' "Learning Opportunities' Learning Resources and 'Organisation and Management'.	<p>An increase in overall attendance and student satisfaction levels</p> <p>Increase in pass rates and pass mark.</p> <p>Minimum Satisfaction rates of 90% overall in both surveys, minimum of 85% pass rate and a maintenance (at least) of the current average grade (62-68%).</p> <p>Students engaging with organised events such as semester trips, welcome events and other extra-curricular proceedings.</p>	<p>Semesterly with an annual overview in the AMR.</p> <p>Extra reporting to Navitas and the University as required.</p>	<p>College Enhancement Teams and the Teaching and Learning Board</p> <p>The Student Council</p> <p>In College team meetings</p> <p>Reporting to the LTQC and AAC committees when appropriate</p>	<p>Navitas UPE Quality Manual</p> <p>Navitas UPE Education Strategy</p> <p>Navitas NPR/UPIC CPR</p> <p>M1 Safeguarding Children and Vulnerable Adults</p> <p>M1b Disability Policy</p> <p>M3 Attendance and Engagement Monitoring</p> <p>QS02 Annual Monitoring</p> <p>QS04 Learning and Teaching</p> <p>QS06 Enhancement</p> <p>QS07 Support</p> <p>QS08 Student Engagement</p>	<p>Ongoing:</p> <p>Members of the SET, the Marketing team and the Admissions team have set up an 'events committee' that meets on a regular basis throughout the semester. An SEO has been tasked with leading this committee and reporting back to the Student Experience Team in the weekly meetings.</p> <p>The SEM and an SEO have linked with the Student Union and the UoP International Office to ensure that UPIC students are able to attend University organised events, particularly around</p>	
--	---	----------	---	--	---	--	--	--	--

							QS09 Assessment Regulations QS10 (A and B) Student Complaints and Appeals QS13 Bullying and Harassment OFS B Conditions: B1.3 B2.3 B3.4 B4.3	Induction and Enrolment weeks UPIC held their first, annual, awards ceremony last semester UPIC Careers days are currently being planned as are other student events in 202401	
<i>Quality (misc.)</i>	Quality should be at the heart of everything we do. As set out in all the sections above there several issues that will need constant review. Not least the sections detailing the issues around learning and teaching, assessment and feedback, opportunities and resources, student voice and experience. As such it is an imperative for the	DASS/SEM/SET/ATS	See actions in all sections above. Continued close liaison with Navitas Academic Registry, and in particular the Quality Manager. Close liaison with senior academic and senior administration staff at UoP. Continuation of detailed annual and semesterly reports including the AAC and the Annual Monitoring report.	Ensuring a quality education will feed into the student experience so we would expect to see an increase in student satisfaction. Conversely student satisfaction can lead to better engagement which could feed into increased pass marks and pass rates. Quality also permeates through the Colleges aim to prepare students for life at University, so a	Semesterly with an annual overview in the AMR. Extra reporting to Navitas and the University as required.	College Enhancement Teams and the Teaching and Learning Board The Student Council In College team meetings Reporting to the LTQC and AAC committees when appropriate	Navitas UPE Quality Manual Navitas UPE Education Strategy Navitas NPR/UPIC CPR QS01 Programme Approval and Review QS02 Annual Monitoring QS04 Learning and Teaching	Ongoing: Quality matters, including how the College matches selected B conditions included in the Annual Monitoring Report. Three AAC reports are submitted a year. These reports have a Quality section	

	<p>College to address these issues in timely fashion.</p> <p>We are aware that the issues are not endemic and are generally isolated to a few classes and a small number of students and the issues are generally more complex than are shown at face value.</p> <p>However, this does not lessen the urgency in which the Student Experience Team and the teaching staff need to react to them and ensure that robust and transparent plans are in place to deal with them.</p>		<p>The DASS will continue to sit on the Navitas Academic Board and</p>	<p>maintenance (at least) of the quality and an increase in the areas that require it may be instrumental in a commensurate increase in degree and module outcomes at University.</p>			<p>QS05 Teaching Observation</p> <p>QS06 Enhancement</p> <p>QS07 Support</p> <p>QS08 Student Engagement</p> <p>QS09 Assessment Regulations</p> <p>QS10 (A and B) Student Complaints and Appeals</p> <p>QS15 Access and Participation Statement</p> <p>Collectively B1-B5</p> <p>Specifically:</p> <p>B1.3</p> <p>B1.4</p> <p>B2.3</p> <p>B3.4</p> <p>B4.3</p>	<p>that requires discussion.</p> <p>The DASS is an active member of the Navitas Learning and Teaching Quality Committee and the Academic Board</p> <p>The College are currently preparing for a potential visit from the OfS</p>	
--	--	--	--	---	--	--	---	--	--