

## **COLLEGE ACTION PLAN (CAP) 2021-2024**

**Incorporating:**

**Navitas Priorities and Themes**

**College Action Plan**

**College Academic Action Plan**

**UoP Periodic Review Action Plan**

**L&T Five Year Plan Summary**

**College Name:** University of Plymouth International College (UPIC)

**College Director/Principal:** Peter McDonnell

**Year:** 2024 (Updated 2<sup>nd</sup> February 2024)

## UPIC Navitas Priorities and Themes

Priority 1	Priority 2	Priority 3	Priority 4	Priority 5
Engage students fully with the curriculum, learning process and infrastructure available to them	Develop a culture of partnership and co-production with students that underpins the design, delivery and review of learning experiences	Ensure that students from all backgrounds are supported to complete their pathway programmes and well prepared to advance to the University partner	Continue to monitor and review, test and improve the quality of evidence to understand the most effective learning and teaching techniques and strategies	Learn how effective specific interventions are in supporting students to achieve their potential
A portion of UPICs curriculum is set by the University as we match up in first year Business modules, Our foundation programmes are set up with this in mind and are often set in conjunction to what the University programmes are that students are progressing to. Especially the Science and Engineering modules. By achieving this we also provide an internationalised and inclusive curriculum that is relevant and challenging	Completion of this priority ensures that UPIC are able to achieve the QAA and OfS requirement of student involvement in programme design. This will be monitored through Student Council, CET and T&L boards. It will also go some way to ensure that the curriculum is relevant and challenging. Achieving this will mean that we will also need to increase CPD participation rates.	By completion of this one we will complete the priorities of maximising the number of students who progress confidently and increase the number of good degrees as we cannot influence teaching and learning in the second and third years	This priority ensures effective annual monitoring occurs and UPIC keeps up to date with the way that data needs to be presented to QAA/Academic registry/AAC committee etc. and how to get the most out of that data/evidence	Active and early interventions are essential to achieve the best out of UPIC's students
Theme 1			Theme 2	
Digital Literacy			Assessment and Feedback	
As per the QAA Good Practice Case Study programme (2018) embedding digital literacy has been used as a theme for Higher Education Review and has featured as a topic in the Quality Enhancement Network			This theme feeds into Section B6 of the QAA Quality Code " <i>Assessment of Students and Recognition of Prior Learning</i> ".	

## UPIC College Action Plan

### Teaching and Learning

Issue	Specific Action	Timescale and Review Date	Person Responsible	Success Criteria / Targets	Evidence of Achievement	Monitoring, Evaluation Reporting Arrangements	Progress on Actions and Targets (inclusive of dates)	Individual Actions Complete
<p>To ensure that all students receive high-quality and individualised feedback on assessments, and that this is provided in a timely manner.</p> <p><b>Supports NVT UPE L&amp;T Strategy 2018-2023 Strategic Aims</b></p> <p><b>Supports QAA Quality Code Section Learning and Teaching</b></p> <p><b>Supports UPIC's Priority 1 &amp; 3 and Theme 2</b></p> <p><b>Supports OfS Condition of Registration B1, B2 and B5</b></p>	<p>Regular training workshops for academic staff. Use of the Portal in the induction process</p> <p>Promulgation of Navitas Learning and Teaching training opportunities</p>	<p>On-going throughout the timescale of the action plan</p> <p>Reviewed at the end of each semester</p>	CDP/DASS	<p>Positive feedback from students and survey data. Progression and retention data</p> <p><b>KPI: Positive Feedback from QAA, External Examiners and University partners</b></p>	Consistent positive feedback from students and external authorities (QAA, External examiners, Plymouth University)	Partnership management meetings (SPMB/AAC) Navitas UK L&TC Navitas UK L&TF	<ul style="list-style-type: none"> <li>On-going process</li> <li>See completed actions in 2018-21 Action Plan</li> <li>Positive feedback from External Examiners regarding Moderation and feedback Mechanisms in September 2021</li> <li>New moderation packs available to all ATS detailing moderation and first marking processes</li> <li>Feedback that College moving in the right direction in Award Boards January 2022</li> <li>Updated and superseded by feedback from May award boards which was broadly similar in scope</li> <li>Tutors reminded about their obligations to return work in a timely manner</li> <li>Continued positive feedback from External Examiners in May 2023</li> </ul>	
<p>Provide high quality teaching, learning and assessment opportunities to enable students from a diverse range of backgrounds to thrive</p> <p><b>Supports NVT UPE L&amp;T Strategy 2018-2023 Strategic Aims, point number 1</b></p> <p><b>Supports QAA Quality Code Section Learning and Teaching; Section Student</b></p>	<p>Ensure tutors have a relevant teaching qualification and are making use of Navitas and in house training opportunities.</p> <p>To partake in peer observations on an annual basis</p> <p>Completion of end of semester tutor forms with and emphasis on the student engagement and best practice sections</p>	<p>End of semester review for tutor feedback.</p> <p>Observations on an annual basis</p>	HOCS/DASS	<p>Increased positive feedback during end of semester surveys for tutors.</p> <p>Increasing the pass rate and the average grade on each module</p> <p>Higher proportion of upper second class and first class degrees from progressed students</p>	Student success rate at Award Boards; annual progression rates; tracer data and graduation data	Through AAC and Tracer data reporting	<ul style="list-style-type: none"> <li>On-going process</li> <li>See completed actions in 2018-21 Action Plan</li> <li>Hybrid Learning approach in September 2021 to ensure students unable to attend Face to Face teaching do not lose out</li> <li>sessions recorded and Hosted on the VLE</li> <li>Plans in place to continue recording of sessions as per student council request</li> <li>Assessment strategies in numerous modules adjusted to match UoP modules and alleviate concerns for online final exams</li> <li>Attendance policy changed to encourage more UK based students into the classroom</li> <li>All students now returned to face to face teaching</li> </ul>	

<p><b>Engagement; Assessment and Feedback</b></p> <p>Supports UPIC priority 1 &amp; 3 and Theme 1 &amp; 2</p> <p>Supports OfS Condition of Registration B1, B2 and B5</p>	<p>Observation from management on an annual basis</p>						<ul style="list-style-type: none"> <li>Sessions still recorded on Zoom for catch up and revision, however waiting room remains on so students cannot join online</li> <li>UPIC formulating plans to bring DEI in line with UoP and sector guidance</li> </ul>	
<p>The range of extra-curricular activities organised by College staff</p> <p>Supports NVT UPE L&amp;T Strategy 2018-2023 Strategic Aims, point 1&amp;2</p> <p>Supports QAA Quality Code Section Learning and Teaching and Enabling Student Success</p> <p>Supports UPIC Priority 2 and Theme 1</p>	<p>Monitor and review the breadth of extra-curricular activities in place across the UK College network</p> <p>Facilitate via the Navitas UK L&amp;TF as a platform for the sharing of best practice</p>	<p>Continuous process</p>	<p>CDP/CMT</p>	<p>Increased student satisfaction</p>	<p>Improved student academic performance measured in academic KPIs</p> <p>Improved student satisfaction measured by student satisfaction reports/ISB</p>	<p>Academic KPIs are reported regularly in MER/Quarterly Reports to NVT HQ</p> <p>CTLB monitors outcome of student satisfaction data</p>	<ul style="list-style-type: none"> <li>On-going process</li> <li>See completed actions in 2018-21 Action Plan</li> <li>Joint Orientation event with ISA</li> <li>More events available as we transition out of COVID restrictions</li> <li>Student council involvement</li> <li>Student Welcome parties now mid semester</li> <li>202201 Students arranging trip to the Eden Project</li> <li>202203 collaborative projects between student services and the marketing team</li> <li>Higher ability to promote activities through social media</li> <li>SEO designated Student Experience Officer</li> <li>New SEO tasked with setting up student Events, potential liaison with the Student Union</li> </ul>	
<p>Provide a safe, inclusive and stimulating learning environment that considers students as equal partners in the educational process</p> <p>Supports NVT UPE L&amp;T Strategy 2018-2023 Strategic Aims, point number 2 &amp; 6</p> <p>Supports priority 2 &amp; 3 and theme 1</p> <p>Supports OfS Condition of Registration B2</p>	<p>Monitor student feedback throughout the semester and ensure that tutors are aware of their duties under this action</p>	<p>End of semester review</p> <p>Continuous throughout semester</p>	<p>HOCS/DASS</p>	<p>Positive and constructive feedback</p>	<p>Student end of semester feedback</p> <p>Student Council</p> <p>Teaching and Learning Board and CET</p> <p>Increased student success rate</p>	<p>Reported through the CET and T&amp;L boards</p> <p>Analysis of student feedback</p> <p>Annual monitoring process</p>	<ul style="list-style-type: none"> <li>On-going process</li> <li>See completed actions in 2018-21 Action Plan</li> <li>Students involved in local committees and are invited to Navitas Academic Boards</li> <li>Return to face-to-face teaching in September 2021</li> <li>Face to Face student Council Meetings.</li> <li>Continuance of hybrid approach until June 2022</li> <li>Face to face meetings resume September 2022</li> <li>Students involved at all levels of governance</li> <li>Student President to be elected for 2023/24 academic year</li> </ul>	

<p>Create an environment in which students develop skills and confidence for success in academic study, the workplace and in the global community</p> <p><b>Supports NVT UPE L&amp;T Strategy 2018-2023 Strategic Aims, point number 3</b></p> <p><b>Supports the OfS Employability and Skills agenda</b></p> <p><b>Supports UPIC Priority 4 and theme 1</b></p> <p><b>Supports OfS Condition of Registration B1, B2, B3, B4 and B5</b></p>	<p>Ensure that UPIC students are able to cope in the wider University and within the workplace once progressed</p>	<p>Annually</p>	<p>HOCS/DASS</p>	<p>Increased levels of student success on an annual basis</p>	<p>Tracer data for both Modules and Graduation purposes</p> <p>Feedback from UoP</p> <p>Annual Monitoring</p>	<p>Reported through the AAC and where necessary the SPMB</p>	<ul style="list-style-type: none"> <li>• <b>Ongoing process</b></li> <li>• <b>See completed actions in 2018-21 Action Plan</b></li> <li>• Mentoring available to students for staff and current students</li> <li>• Open door policy so students can get help and advice from staff</li> <li>• Implementation of a drive towards <u>effective</u> independent learning. Students to be made aware of bias within research sources</li> <li>• Digital literacy and student led learning strategies now part of the College five-year plan</li> <li>• DASS contacting colleagues across campus to set up meeting to discuss Alumni student outcomes</li> <li>• Meetings with alumni students also to be arranged</li> <li>• Work towards an alumni student council</li> </ul>	
<p>Deliver a personalised and professional support service to students from all backgrounds that will ensure that they are able to access all learning facilities to overcome barriers to success</p> <p><b>Supports NVT UPE L&amp;T Strategy 2018-2023 Strategic Aims, point number 4</b></p> <p><b>Supports the QAA Quality Code Chapter Student Engagement</b></p> <p><b>Supports UPIC Priority 5</b></p> <p><b>Supports OfS Condition of Registration B2</b></p>	<p>Tutors and front facing staff to be aware of student issues and best practice in dealing with these</p>	<p>Continuous process</p>	<p>HOCS/DASS/DMA</p>		<p>Student Satisfaction on the admission and arrival process</p> <p>Student end of semester feedback</p> <p>Comments through student council/CET/T&amp;L boards</p> <p>Tutor end of semester feedback</p>	<p>Student Council, CET and T&amp;L Board</p> <p>OAG and AAC meeting</p>	<ul style="list-style-type: none"> <li>• <b>Ongoing process</b></li> <li>• <b>See completed actions in 2018-21 Action Plan</b></li> <li>• Students able to access extracurricular help in English, Maths and Physics on a weekly basis</li> <li>• Tutors are kept aware of any issues that may affect individual students, both academically and (where appropriate) pastorally</li> <li>• Student and tutor mentoring available to students</li> <li>• New COMPASS programme rolled out to replace the Student in Jeopardy programme. Tutors able to access a Microsoft Teams site that will host a spreadsheet of students at risk in certain, non-sensitive areas</li> <li>• Mitigating circumstances and other guidelines returning to pre COVID regulations. Leeway still available to students abroad or in isolation</li> <li>• Students now required to be in UK before registration/enrolment so Mitigating Circumstances now return fully to pre covid regulations</li> </ul>	

							<ul style="list-style-type: none"> <li>• Maths support now moved into classroom through the employment of a 'classroom assistant'.</li> </ul>	
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## UPIC College Action Plan

### Quality Assurance

Issue	Specific Action	Timescale and Review Date	Person Responsible	Success Criteria / Targets	Evidence of Achievement	Monitoring, Evaluation Reporting Arrangements	Progress on Actions and Targets (inclusive of dates)	Individual Actions Complete
<p>Programme management &amp; monitoring, including new course development</p> <p><b>Supports NVT UPE L&amp;T Strategy 2018-2023 Strategic Aims, point number 7</b></p> <p><b>Supports the QAA Quality Code Chapter Monitoring and Evaluation</b></p> <p><b>Supports UPIC Priority 4</b></p> <p><b>Supports OfS Condition of Registration B1</b></p>	<p>Follow College Policies &amp; Regulations for the development of new programmes of study and for expansion of existing programmes</p> <p>Mapping of CPRs against the UK Quality Code</p> <p>Compliance with Navitas UK Quality Manual and College Operations Manual</p>	<p>Continuous process</p> <p>Each programme to be reviewed annually</p>	DASS/CDP	<p>Improved student academic performance</p> <p>Improved student satisfaction</p>	<p>Improved student academic performance</p> <p>Improved student satisfaction</p>	<p>Partnership management meetings (SPMB/AAC)</p> <p>Navitas UK L&amp;TC</p> <p>Navitas UK L&amp;TF</p>	<ul style="list-style-type: none"> <li>• <b>Ongoing process</b></li> <li>• <b>See completed actions in 2018-21 Action Plan</b></li> <li>• Programmes monitored annually in November</li> <li>• DASS visits academics across the Schools on to the tutors and the DMDS and Module guides are updated</li> <li>• First year business programme LOs to change to match UoP programmes from September 2021</li> <li>• DASS has met with academic in the Business school and is happy that this is moving forward at pace</li> <li>• New Foundation Plus course for student on NQF3 visa with a slightly lower level of English Language approved</li> <li>• Learning outcomes for new First Year Business modules covered in UPIC T&amp;L</li> <li>• Discussions with PBS regarding future of Economics and Accounting, with the potential to move these to integrated programmes</li> </ul>	

<p>Use of Originality software by College Tutors and awareness of Contract Cheating</p> <p><b>Supports QAA Quality Code Section Learning and Teaching and Enabling Student Success</b></p> <p><b>Supports UPIC Priority 3, 4 &amp; 5 and Theme 2</b></p> <p><b>Supports OfS Condition of Registration B1 and B5</b></p>	<p>Adoption of Turn-it-in Policy</p> <p>Submission policy for electronic submissions</p>	<p>Policy to be in place in semester 201603</p>	<p>DASS/ASO</p>	<p>Lessening of plagiarised scripts being presented as final submissions</p>	<p>Tutors using Turnitin for formative and summative submissions</p>	<p>Tutor reporting use through Monitoring reports</p> <p>Moodle checks by College Staff</p>	<ul style="list-style-type: none"> <li>• <b>Ongoing process</b></li> <li>• <b>See completed actions in 2018-21 Action Plan</b></li> <li>• Tutors to use Turnitin as an educational tool rather than a proscriptive device</li> <li>• Students warned of the consequences of using a contract cheating service from the Induction process and then throughout their enrolments</li> <li>• Benefits of not cheating are highlighted to students</li> <li>• As per QAA guidance Turnitin is used as a teaching aid rather than a punitive tool</li> <li>• Online assessment and examinations will remain in place indefinitely</li> <li>• Tutors and full time staff to discuss solutions to AI based submissions in assessments</li> </ul>	
<p>Continuing Professional Development (Sessional Staff)</p> <ul style="list-style-type: none"> <li>• <b>Supports QAA Quality Code Section Learning and Teaching and Enabling Student Success</b></li> <li>• <b>Supports UPIC priorities 2,3 and 4</b></li> <li>• <b>Supports OfS Condition of Registration B1 and B5</b></li> </ul>	<p>Semester workshop</p> <p>A list of workshop topics has been created to be delivered throughout the academic year</p>	<p>On-going process. Jan-Dec. Review each semester</p>	<p>DASS</p>	<p>Improved quality in teaching and sessional motivation</p>	<p>Improved feedback on module effectiveness</p>	<p>Module Survey and feedback sheet for tutors after each workshop day</p>	<ul style="list-style-type: none"> <li>• <b>Ongoing process</b></li> <li>• <b>See completed actions in 2018-21 Action Plan</b></li> <li>• Current sessions on the New Quality code complete</li> <li>• College is looking at setting up tutor led CPD for other tutors, where a member of teaching staff may have completed a training course (Navitas or otherwise) the College will ask that tutor to share the knowledge widely</li> <li>• Tutors are asked to complete one Navitas PD session a semester. Student Services Officer taking part in Project TEN to provide in house training</li> <li>• Sessions in online grading set up by the DASS fore semester 202002</li> <li>• New CDP sessions on innovative teaching available through Navitas UPE Academic Registry</li> <li>• Tutor PD sessions on Prevent and Safeguarding planned for the autumn and spring semesters</li> <li>• CPD sessions on Turnitin and tutor involvement in reaction to AI in assessments</li> </ul>	
<p>Student Handbook (Study Guide) (Annual Review)</p> <ul style="list-style-type: none"> <li>• <b>Supports QAA Quality Code Section Learning and Teaching and</b></li> </ul>	<p>Review and update the current Student Handbook to reflect recent changes in the branding and regulations in the college</p>	<p>Annual review to take place during the 03 semester</p>	<p>DASS</p>	<p>Revised Handbook to be ready for 01 Semester start</p>	<p>Revised Handbook to be made available</p>	<p>College Teaching and Learning Board/CMT</p>	<ul style="list-style-type: none"> <li>• <b>Ongoing process</b></li> <li>• <b>See completed actions in 2018-21 Action Plan</b></li> <li>• Handbook to be updated for each semester</li> <li>• Handbook updated for Autumn 2022 with added finance and prevent sections</li> </ul>	<p><b>Ongoing action</b></p>

<b>Enabling Student Success</b> <ul style="list-style-type: none"> <li>• Supports UPIC priorities 1, 2 &amp; 3</li> <li>• Supports OfS Condition of Registration B2</li> </ul>	(Read and highlighted sections that need amending or updating)							
UPIC Specific Tutor Handbook <ul style="list-style-type: none"> <li>• Supports QAA Quality Code Section Learning and Teaching and Enabling Student Success</li> <li>• Supports UPIC priorities 2,3 and 4</li> </ul>	Review and update the current Tutor Handbook to reflect recent changes in the branding and regulations in the college  (Read and highlighted sections that need amending or updating)	Annual review to take place during the 03 semester	DASS	New handbook to be ready for 201803 semester	New Handbook to be made available	College Teaching and Learning Board/CMT	<ul style="list-style-type: none"> <li>• Ongoing process</li> <li>• See completed actions in 2018-21 Action Plan</li> <li>• Updated for each semester</li> <li>• Stared online and sent to tutors on a semester basis</li> <li>• Forms part of the new tutor induction</li> <li>• Annex's include the Moderation Guidance pack</li> <li>• New hand book provided with added prevent and safeguarding section</li> <li>• Handbook updated to reflect use of AI in teaching and learning</li> </ul>	Ongoing Action
Maintain up-to-date governance documentation <ul style="list-style-type: none"> <li>• Supports NVT UPE L&amp;T Strategy 2018-2023 Strategic Aims, point number 7</li> <li>• Supports the QAA Quality Code Chapter Monitoring and Evaluation</li> <li>• Supports UPIC Priority 4</li> </ul>	Ensure that the teaching and learning outcomes in the college successfully map to the learning outcomes on the equivalent degree programmes at PU.  Meetings with PU academic staff and UPIC Tutors to ensure that UPIC T&L adequately prepares students for the rigours of University.  UPIC tutors required to update T&L when required to do so by the DASS. This process is informed through the annual monitoring programme.	Annual Monitoring of Programmes.	DASS	Annual Monitoring Period November - December	All documents signed off by NVT Academic Registry	CTLB/AAC	<ul style="list-style-type: none"> <li>• Ongoing process</li> <li>• See completed actions in 2018-21 Action Plan</li> <li>• New NPR/CPRs approved through Navitas and will be available on UPICs website and Moodle pages</li> </ul>	



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## College Action Plan

### Student Engagement and Student Support

Issue	Specific Action	Timescale and Review Date	Person Responsible	Success Criteria / Targets	Evidence of Achievement	Monitoring, Evaluation Reporting Arrangements	Progress on Actions and Targets (inclusive of dates)	Individual Actions Complete
Effectiveness of the COMPASS Programme <ul style="list-style-type: none"> <li>• Supports QAA Quality Code Section Learning and Teaching and Enabling Student Success</li> <li>• Supports QAA Quality Code Section Student Engagement</li> <li>• Supports UPIC priority 3 &amp; 5</li> <li>• Supports OfS Condition of Registration B2</li> <li>•</li> </ul>	Provide support for those students identified for: <ul style="list-style-type: none"> <li>• Attendance issues</li> <li>• Behavioural issues</li> <li>• Academic shortcomings</li> <li>• U18 Welfare matters</li> </ul>	On-going - To be reviewed at each CTLB and CMT meeting	CTLB/CMT members	Increased student performance  Ensure interventions are effective and timely	Academic KPIs	CTLB/CMT	<ul style="list-style-type: none"> <li>• Ongoing process</li> <li>• See completed actions in 2018-21 Action Plan</li> <li>• COMPASS programme now fully in place and operational</li> <li>• Weekly COMPASS meeting with the Student Support Team, the DASS and CD/P</li> <li>• Compass meeting run by the SEM with the DASS CD/P and SEO/SEO in attendance.</li> <li>• Addition of student who have transferred to a Skilled Worker Visa onto Compass spreadsheet</li> </ul>	
The careful recruitment and effective use of agents <ul style="list-style-type: none"> <li>• Supports QAA Quality Code Section Admissions, Recruitment and Widening Access</li> <li>• Supports QAA Quality Code Section Learning and Teaching and Enabling Student Success</li> </ul>	Agents recruited and contracted through a Navitas centralised process  Annual review of agent contracts in conjunction with controlling authority in Australia	Annually	DMA/CDP	Increased student satisfaction	Positive feedback from Navitas source county offices  Positive student feedback (survey data)  Successful scrutiny of applications for study  Improved student arrival statistics	Monitored by Navitas at a Group level through Salesforce reports	<ul style="list-style-type: none"> <li>• Ongoing process</li> <li>• See completed actions in 2018-21 Action Plan</li> </ul>	

<ul style="list-style-type: none"> <li>• Supports QAA Quality Code Section Student Engagement</li> <li>• Supports UPIC Priority 3</li> </ul>					Decreased visa rejection statistics			
<p>Ensure attendance monitoring is effective</p> <ul style="list-style-type: none"> <li>• Supports QAA Quality Code Section</li> <li>• Supports QAA Quality Code Section Student Engagement</li> <li>• Supports the QAA Quality Code Chapter B8 Programme Monitoring and Evaluation</li> <li>• Supports UPIC priorities 1, 2, 3 and 5</li> <li>• Supports OfS Condition of Registration B2</li> </ul>	Students to attend >85% of taught sessions	Weekly	SEM/DASS	Increased student attendance	<p>Increase in average student attendance</p> <p>Relative increase in student grades</p>	<p>Navigate bookings checked on a weekly basis throughout the semester</p> <p>Reported to the T&amp;L Board</p>	<ul style="list-style-type: none"> <li>• <b>Ongoing Process</b></li> <li>• Weekly process in place to check bookings via Navigate</li> <li>• Weekly updates sent to UKVI compliance</li> <li>• New attendance monitoring programme in place to consider blended learning approach and geographical placement of students</li> <li>• New Student Route attendance policy now in place</li> <li>• Students are now liable to stage 1 warnings after two weeks</li> </ul>	

## Academic Action Plan, September 2023

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&amp;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 3<sup>rd</sup> 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 progressed students cope with life at University.</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>	

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>Collectively B1 B2 B4 B5</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 the last cohort that have the same financial issues that has ultimately</p>	
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							Specifically: B3	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>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>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>At the Student Council 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>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</p> <p>B2.3</p>	<p><b>Ongoing:</b></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 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>	

			Signposting of integrated students to the First Year UPIC mentors and personal tutors: see Learning opportunities for more detail.				B4.3		
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 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>	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 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>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. Minimum Satisfaction 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>	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 Monitoring Report</p> <p>Through the College Enhancement Team and Teaching and Learning Board meetings.</p> <p>At the Student Council meetings</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>QS09 Assessment Regulations</p> <p>OFS B Conditions:</p> <p>B1.4 B2.3 B3.4 B4.2 B4.3 B5</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>Generally positive comments from the UoP academics tasked with moderating the Level and PMM assessments. Where changes are requested, these are acted up in a timely manner.</p> <p>SEOs are checking assessment submission dates and sending</p>	

								reminders to tutors regarding the grading deadlines	
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 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 leaning or mentoring schemes and could get some selected alumni</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 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>	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>At the Student Council meetings</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>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 B1.4 B2.3 B3 B4.2</p>	<p>Ongoing:</p> <p>UPICs 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. 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>students involved in this work.</p> <p>Promotion of employability skills as a learning opportunity</p>					<p>In class maths support now available.</p> <p>Planning in place for UPIC Career days</p>	
Learning Resources	<p>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 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>	DASS/SET/ATS	<p>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.</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>An increase in pass rates and pass marks and a better student satisfaction in both the Module and annual surveys in this metric.</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>	Semesterly and Annually through the AMR	<p>Through the College Enhancement Team and Teaching and Learning Board meetings.</p> <p>At the Student Council meetings</p> <p>In the semesterly AAC reports when required</p>	<p>Navitas UPE Quality Manual</p> <p>Navitas UPE Education Strategy</p> <p>NPR/UPIC CPR</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</p>	<p>Ongoing:</p> <p>See above reference the University Library</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>	

			<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 targeted for DMDs, Module Guides and Module handbooks.</p> <p>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.</p>				<p>Participation Statement</p> <p>OFS B Conditions:</p> <p>B1.4 B2.3 B4.2 B4.3</p>		
<p>Organisation &amp; Management</p>	<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>	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>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</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>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</p> <p>Specifically: B1.4</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</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. 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>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 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</p>	<p>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>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>		Discussed in the College Enhancement Team and Teaching and Learning Board	B3.4 B4.3	<p>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 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>	
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			<p>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 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</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</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>	Semesterly (end of semester survey) and Annually (Navitas Survey)	Discussed in the College Enhancement Team. the Teaching and Learning Board and the student council.	<p>Navitas UPE Quality Manual</p> <p>Navitas UPE Education Strategy</p> <p>Navitas NPR/UPIC CPR</p>	<p>Ongoing:</p> <p>Dialogue with the student union has started.</p> <p>UPIC has an open-door policy so students can</p>	

	<p>student's opinions may not be valued by the staff.</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>student council members.</p> <p>Do student council members introduce 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>	An increase in participation in the student surveys.		Reported via the AAC as required.	<p>QS02 Annual Monitoring</p> <p>QS06 Enhancement</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>raise issues directly with the SET and the senior 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	An increase in overall attendance and student satisfaction levels	Semesterly review with an annual overview through the observation	Through annual Peer and management observations	<p>Navitas UPE Quality Manual</p> <p>Navitas UPE Education Strategy</p>	<p>Ongoing:</p> <p>Teaching and Peer Observations are currently</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>management observation a year. 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>	<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>	follow up and action plan.	<p>College Enhancement Teams and the 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 B1.4 B3.4</p>	<p>being planned for the 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 &amp; Teaching (misc.)</i>	As set out above in several of the targeted areas there are some issues within learning and	DASS/SET	See actions detailed above in 'Teaching in Programme', 'Student Voice' 'Assessment and Feedback' and	An increase in overall attendance and student satisfaction levels	Semesterly review with an annual overview through the observation	Through annual Peer and management observations	Navitas UPE Quality Manual	<p>Ongoing:</p> <p>The DASS is an active member of the Navitas</p>	

	<p>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>		'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>	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>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>	
<i>Student Experience (misc.)</i>	As above, the issues are set out in many of the actionable areas above. It is the Colleges aim to give	DASS/SET	See actions detailed above in 'Teaching in Programme', 'Student Voice' "Learning Opportunities'	An increase in overall attendance and student satisfaction levels	Semesterly with an annual overview in the AMR.	College Enhancement Teams and the Teaching and Learning Board	Navitas UPE Quality Manual	Ongoing:  Members of the SET, the Marketing team	

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

	<p>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>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 B1.4 B2.3 B3.4 B4.3</p>	<p>Committee and the Academic Board</p> <p>The College are currently preparing for a potential visit from the OfS</p>	
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#### UoP Periodic Review Action Plan March 2021

Recommendation		Proposed Actions/Needs	Reporting to	Person Responsible	Progress
1	Whilst high levels of student support are commendable the College need to ensure there is a strategy for students to become	Staff/Teacher/Student Forum to discuss recommendation. Input from academic sessions	College CMT, T&L Board and CET, AAC Committee	DJ/TTJ/ATS	Ongoing Forum Meeting to be set up for May

	<b>independent learners which is upheld through practice</b>	See also PR recommendation three as this will feed into the resolution of this recommendation if successful.			<b>Semester (202102)</b>  <b>See progress in recommendation 3</b>  <b>Strategic planning in place to take into account higher student numbers</b>
<b>2</b>	<b>Staff should be strongly encouraged to undertake development and any funding opportunities for this should be clearly communicated.</b>	Staff/Teacher/Student Forum to discuss recommendation. Input from Navitas Academic registry Required	College CMT, T&L Board and CET, Navitas UPE Academic Registry	DJ/PMC/ATS/Academic Registry	<b>Ongoing. Ability from AR to allow ATS to apply for a Fellowship of the HEA (Update October 2022)</b>  <b>Forum Meeting to be set up for May Semester (202102)</b>  <b>Completed: ATS now able to apply for HEA Fellowships, funded through Navitas. This opportunity has been sent to all ATS.</b>

3	<b>It hasn't been clear to the Panel as to whether there is any contractual obligation for University of Plymouth academics, teaching on the programme to be progressed into, to provide direct information, advice and guidance to students on UPIC programmes. This approach should be standardised if not already in place.</b>	<p>DJ to contact University link tutors to make them aware of recommendation.</p> <p>DJ to liaise with Faculty ADTL's to help ensure this action is completed</p> <p>DJ to raise at FoSE Forum.</p> <p>List of willing UoP academics in relevant areas required.</p> <p>DJ and TTJ to set up programme/calendar of events across courses/</p>	College CMT, T&L Board and CET, AAC Committee. FoSE Forum	DJ/TTJ/Selected UoP Academics	<p><b>Ongoing</b></p> <p><b>Regular visits to Computing classes are already in place, this is dependant on availability of UoP staff though, and the DASS has arranged colleagues from Marine Biology to visit the college.</b></p> <p><b>Contact sent to Link tutors and ADEs</b></p>
4	<b>Consider updating reading lists in module outlines to ensure they contain the most relevant materials to seek standardisation of practice in quantity, quality and currency across modules.</b>	DJ To contact ATS in first instance and request updated reading lists for DMDs	College CMT, T&L Board and CET,	DJ/ATS	<p><b>Completed</b></p> <p><b>Initial email sent on 20<sup>th</sup> April 2021</b></p> <p><b>Reading lists updated in March 2023 during the module guide review occurring in the College</b></p>
5	<b>That a clear and transparent assessment strategy is developed and noted</b>	DJ to review assessments on each module and consider, in conjunction with the tutor and relevant UoP staff (where appropriate) whether assessments are relevant and why we assess in this manner for these modules.	College CMT, T&L Board and CET, AAC Committee	DJ/PMC/ATS/Relevant UoP academics	<p><b>Completed</b></p> <p><b>Assessment Strategy reviewed and in line with UoP Level 4 provision. Tutors</b></p>

		<p>Assessments need to continuously assess capabilities in written and spoken English and provide soft skills such as Presentation and Exam techniques.</p> <p>Staff/Teacher/Student Forum to discuss recommendation.</p>			<p><b>encouraged to use CW based assessments unless Final exams necessary (such as maths , physics, accounting):</b></p> <p><b>March 2023: the use of AI in assessments Has meant that a further review is underway.</b></p>
6	<p><b>To review the roles of academic staff within the College and consider expanding these to provide opportunities for academic support commensurate with an academic tutor model, particularly in the period prior to transition to University to support students to move to this model and benefit from content and academic expertise.</b></p>	<p>In order for this one to occur it would take:</p> <p>Navitas UPE HR to review and change current tutor contracts and UPIC to review current budget to consider potential extra teaching cost.</p> <p>However: Navitas Academic Registry already looking into Personal Tutor model within the L&amp;T Five Year plan.</p>	<p>College CMT/ Navitas UPE/Navitas Academic Registry</p>	<p>UPIC/Navitas UPE/Navitas Academic Registry</p>	<p><b>Ongoing but unlikely to complete in current format. ATS contracts and pay structures will not change.</b></p> <p><b>Navitas UPE Academic Registry L&amp;T 5 year plan may hold the answer.</b></p>

## UPIC Five Year Plan Learning and Teaching Summary

Proposal		Proposed Actions/Needs	Reporting to	Person Responsible	Progress
1	<b>Increase Student Satisfaction and Net Promoter Score</b>	Increase NPS through student enhancement, engagement and support	DASS/AR/CPD	DASS/SEM/SEO	<b>Benchmark from 2022 Survey</b>
2	<b>Curriculum design to include relevant digital resources in the classroom</b>	ATS to identify digital needs and report to DASS who can advise best options	DASS/AR/AAC	DASS/ATS	<b>Ongoing. Several modules include relevant digital resources already</b>
3	<b>Student led assessments and Learning and Teaching</b>	Ensure that tutors are aware of Learning and Teaching strategy. Tutor Observations to guarantee that Student based learning is taking place	DASS/AR/AAC	DASS/ATS	<b>Ongoing. Part of Teaching and Learning Strategy and is in widespread use</b>
4	<b>Creation of separate Alumni based Student Council</b>	Contact previous student council members to gauge interest. One to two meetings annually	DASS/CDP	DASS/SEM/SEO	<b>Ongoing. Needs input of SEM and SEO</b>
5	<b>Increase the use of Successful UPIC Alumni in UoP Marketing Materials and Internships</b>	Identification of suitable candidates for inclusion in marketing campaigns	CPD/DMA	SEM/SEO/DMA	<b>Ongoing. Current students and Alumnus involved in YouTube video campaigns</b>

### Nomenclature:

AAC	Academic Advisory Committee (meeting with Plymouth University - Academic Standards)
AR	Navitas Academic Registry
CD/P	College Director/Principal (Peter McDonnell)
CET	College Enhancement Team (Dr David Jones; Tobi Joseph-Johnson; Beverly Mellor; SEO's and Student Representatives)
CMT	College Management Team (Peter McDonnell; Tim Gutsell; Dr David Jones).
SEM	Student Experience Manager (Tobi Joseph-Johnson)
SEO	Student Experience Officer (Anita Lee and Jake Hutton)
CTLB	College Teaching & Learning Board (Peter McDonnell; Dr David Jones; Dr Martin Canty; Tobi Joseph-Johnson; SEO's and Student Representatives)
DMA	Director of Marketing and Admissions
DASS	Director of Academic and Student Services (Dr David Jones)
SPMB	Strategic Partnership Management Board (meeting with Plymouth University – Strategic partnership matters)

