

HE Action Plan

Recommendation, affirmation or good practice	Action to be taken	Date for completion	Action by...	Action by Success indicators
Good Practice				
The comprehensive financial and mentoring support available to students to develop entrepreneurship and enable business start-ups (Expectation B4).	Embed awareness raising of this entrepreneurship opportunity in the tutorial scheme of work to ensure that all students are encouraged to take part.	July 2017	Programme Leaders	Students numbers engaging in the entrepreneurship scheme increase.
The timely and constructive assessment feedback to students (Expectation B6)	Run a staff development session on using electronic assessment hand-ins to support staff in maintaining timeliness of assessment feedback.	September 2016	HE Programme Team Leader	More HE staff using the online assessment tools available to them.
Recommendations				
Conduct more detailed analyses of the academic performance of students based on their entry qualifications, in order to assess the effectiveness of admissions decisions (Expectation B2)	Differentiate further outcomes for those A level and Diploma/Certificate students with entry qualifications below 120 UCAS points and extend analysis to include Access students	July 2016	Director of Quality and HE Data Admin	Improved analysis of outcomes for students with low entry profiles informs future admission decisions.
Record formally the involvement of external stakeholders in the design, development and review of all higher education programmes (Expectations B1 and B8)	Design a template for staff to be able to capture the key points of conversations and work with any external stakeholder on the design, development and review of higher education programmes.	July 2016	HE PTL	All programmes to fill in external stakeholder template with regard to the design, development and review of any HE programme
Articulate the academic appeals procedure to secure alignment with Pearson requirements (Expectation B9)	Develop a results transcript letter that explains the academic appeals process to be sent out to all students on Pearson	July 2016	HE Coordinator	All Pearson students to receive details of their right to an academic appeal along with their results letter.

	programmes along with their results.			
Provide detailed written information on the recognition of prior learning for current and prospective students (Expectations C, B2 and B6)	Provide a clear link on the College website to the APEL regulations on the Plymouth University website for all Plymouth University students. Repeat the same process for all Pearson students.	July 2016	HE Coordinator and HE Marketing	Clear links on the College website to APEL process and regulations for Plymouth University and for Pearson.
Review and clarify the existing terminology for internal and external stakeholders to capture consistently the College's approach to work-related learning and employability, respectively (Expectations C and B10).	Review text on all HE publications in relation to Work Based Learning and Work Related Learning to ensure that all staff and students are clear about the exact definitions.	July 2016	HE PTL	All staff and students are very clear about the exact definitions of work based and work related learning.
Work with the awarding body to review and map all existing programmes to ensure full alignment with the Foundation Degree Characteristics Statement (Expectation A1).	Work with Plymouth University as part of Institutional Review to map all current foundation degrees to the new Foundation Degree Characteristics Statement.	July 2017	HE PTL, PLs and HE Admin	All Foundation degrees mapped to the new Foundation Degree Qualification Statement as evidenced in Programme Quality Handbooks for 2017/18.
Affirmations				
The steps taken to strengthen the internal programme approval process (Expectation B1).	Continue to review and develop the internal approval process.	July 2017	HE PTL and HE DTL Quality	Review internal approval process and strengthen current documentation.
The steps taken to improve student retention and achievement and to evaluate its effectiveness (Expectation B2).	Review and evaluate Study Skills week in relation to retention and achievement.	September 2017	HE PTL, HE DTL Student Support and HE Data Administrator	Check for a positive correlation between attendance at Study Skills week and retention and achievement.

What QAA mean by these headings

Recommendation, affirmation or good practice

As identified by the review team and contained in the Higher Education Review report.

Action to be taken

The provider should state how it proposes to address each of the recommendations, affirmations and good practice in this column. Actions should be specific, proportionate, measurable and targeted at the issue or problem identified by the review team.

Date for completion

The provider should specify dates for when the actions proposed in the previous column will be completed within the timescale specified by the review team. The more specific the action, the easier it will be to set a realistic target date.

Action by

The provider should identify the person or committee with responsibility for ensuring that the action has been taken. If a person is responsible, the action plan should state their role rather than their name.

Success indicators

The provider should identify how it will know - and how it will demonstrate - that a recommendation, affirmation, or good practice has been successfully addressed. Again, if there is a specific action and a clear date for completion, it will be easier to identify suitable success indicators.