

Regent College

QAA Higher Education Review (Alternative Providers) September 2016

Action Plan

This Action Plan has been developed by Regent College to address the four recommendations for quality enhancement made in the QAA HER (AP) Report resulting from the September 2016 visit by the QAA HER Review Team. A separate document entitled Progress Monitoring Report for the QAA HER (AP) Action Plan monitors and evaluates progress with this Action Plan and will be updated on a regular basis for consideration by Academic Board.

QAA HER (AP) Recommendation	Deadline	Actions	Actions by	Success Indicators	Reported to	Evaluation
1. Further develop the pastoral care for students (Expectation B4; QAA HER report paragraph 2.46)	April 2017	1a. Develop and implement a Student Pastoral Care Policy identifying key staff and their roles in relation to student pastoral care	Principal and Director of Quality Enhancement	Policy developed, approved and implemented. All staff and students briefed	Course Management Meeting and Academic Board	Policy effective and reviewed after one year in operation
		1b. Revise job descriptors for key management and teaching staff to make specific reference to student pastoral care duties	Principal, Head of Human Resources	Job descriptions revised and issued to appropriate staff	Course Management Meeting Head of Human Resources	Staff enacting roles and evaluated by the Principal after one year
		1c. Review and revise Guide Student Welfare and Safeguarding Support	Principal and Student Welfare	Guide revised and made available on the VLE to all staff	Academic Board and Student	Feedback from staff and students. Reviewed and

		<p>1d. Brief all staff on student support and the Guide</p> <p>1e. Provide external and internal training for the Student Welfare Officer.</p>	<p>Officer</p> <p>Principal, Student Welfare Officer</p> <p>Principal, Head of Human Resources</p>	<p>and students</p> <p>All staff briefed. Students briefed in class by SWO and at induction.</p> <p>External training events identified and SWO supported to attend. SWO included in relevant internal training. Key staff then briefed by the SWO.</p>	<p>Representative Committee</p> <p>Course Management Meeting</p> <p>Principal and Course Management Meeting</p>	<p>revised after one year</p> <p>Feedback from staff at the end of briefings. Feedback used in review</p> <p>Report from SWO on training. Feedback from staff on briefing. Feedback used in review</p>
<p>2. Ensure that equality and diversity are embedded within College policies for staff and students (Expectation B4; QAA HER Report paragraph 2.48)</p>	<p>April 2017</p>	<p>2a. Review and revise the current Equality and Diversity Policy to ensure up to date with legal requirements and make applicable to staff and students</p> <p>2b. Review and revise relevant staff and student policies to embed equality and diversity, as appropriate</p> <p>2c. Review appropriate content on the website and revise to</p>	<p>Director of Quality Enhancement, Head of Human Resources</p> <p>Director of Quality Enhancement</p> <p>Principal, Director of</p>	<p>Equality and Diversity Policy revised and approved by Academic Board</p> <p>Staff and student facing policies revised to incorporate reference to the policy</p> <p>Website updated to include the revised</p>	<p>Academic Board, Principal</p> <p>Academic Board, Course Management meeting</p> <p>Principal, Academic</p>	<p>Policy reviewed after one year following feedback from staff and students</p> <p>Academic Board to evaluate how well equality and diversity embedded in selected policies</p> <p>Feedback from new students during induction</p>

		include equality and diversity statements	Quality Enhancement	Equality and Diversity Policy, and other revised policies	Board	
		2d. Set up a system for monitoring and reviewing the Equality and Diversity Policy	Director of Quality Enhancement	System developed, approved by Academic Board and implemented	Academic Board, Principal	System reviewed by Academic Board after one year of being implemented
3. Further develop the student representative system providing formal training to enable students to more effectively fulfil their role (Expectation B5; QAA HER Report paragraph 2.65)	April 2017	3a. Revise student representative documents to include formal training provision by Regent College	Director of Quality Enhancement	Revised: Student President Role descriptor, Student Representative Policy, Student Representative Handbook	Academic Board, Student Representative Committee	Feedback from Student Representatives and documents reviewed after one year
		3b. Develop student representative training materials	Director of Quality Enhancement	Training materials developed and discussed at Student Representative Committee	Academic Board, Student Representative Committee	Feedback from Student Representatives
		3c. Brief and train student representatives using training material	Principal, Student Welfare Officer	Student Representatives briefed and trained using materials developed	Academic Board, Principal	Feedback from Student Representatives used to review and revise training materials
		3d. Obtain feedback from student representative about	Principal and Director of	Feedback from Student	Academic Board, Student	Produce summary report on

		training and support provided for their role	Quality Enhancement	Representatives on enactment of their role	Representative Committee	effectiveness of training to support enactment of role of student representatives
		3e. Ensure all students briefed about the student representative system at each induction of new students	Principal, Student Welfare Officer	Feedback from students about their induction indicates understanding to student representative role	Academic Board, Student Representative Committee	Enhancements to induction identified from student feedback
4. Consistent approach to development and implementation of action plans: clear measurable targets, outcomes within an explicit timeframe to enable progress to be systematically measured in respect of student learning opportunities (Expectations B8, B2, B3, B4 and Enhancement; QAA HER Report paragraph 2.106)	April 2017	4a. Develop template for action plans incorporating stated requirements	Director of Quality Enhancement	Template developed and approved by Course Management Meeting	Principal, Academic Board	Template to be reviewed after on year of use
		4b. Action plans, including those for Teaching and Learning Enhancement Strategy and Learning Resources Strategy revised to include measurable targets and timeframes to enable progress to be monitored	Director of Quality Enhancement	Action plans revised and put into the new template, Action plans considered by Academic Board and Course Management Meeting	Academic Board and Course Management Meeting	Academic Board will evaluate the revised template and its use with, for example, the Teaching and Learning Enhancement Strategy and the Learning Resources Strategy
		4c. Action Plans and associated documents monitored by Academic Board, College	Director of Quality Enhancement	Minutes of meetings evidence monitoring of Action Plans and	Academic Board, College Operations	Comments made concerning progress by these

		Operations Meeting and Student Representative Committee, as appropriate, on at least a six monthly basis to provide the College with management oversight.		comments on progress	Meeting	meetings addressed and issues with achieving stated objectives to timescales addressed and reported to Principal.
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Approved by Mr Selva Pankaj (Executive Principal) & Ms Katrina McCarthy (Academic Principal) on 2/3/2017