

Annex 1

Action Plan in response to the QAA High Education Review of BCUIIC

HER Report – point identified	Action	Target date	Lead responsibility	Success indicator/evaluation	Oversight and Governance	Status February 2018
The comprehensive and extensive provision of teaching and learning material on the VLE that provides an equal and effective opportunity for students to achieve intended learning outcomes (para 2.25) (B3)	A.1 Ensure that the College Enhancement Team is kept abreast of innovations and developments of the VLE environment to inform teaching practice. A.2 Implement MOODLE upgrade provide training for staff	Sept 2017	CDP DASS	S.1 Regular reports on student outcomes to demonstrate high levels of success S.2 Exchange and dissemination of effective practice is strongly in evidence through cross College/University/Navitas boards and committees S.3 Annual Audit of Technology	AAC - Regular reports to Academic Advisory Committee and through the Navitas Academic Registry BCUIIC Annual Report will provide data on the student outcomes and audit of technology	The College Enhancement Team (CET) has been kept updated on the development and use of MOODLE and Turnitin. The student representatives have had the opportunity to provide feedback on MOODLE and Turnitin at Student Council and College Enhancement Team. ¹ Moodle upgrade was implemented in September 2016 and all staff received training materials on MOODLE and Turnitin. This was evidenced in the previous Annual Monitoring Return. Since the previous annual monitoring report in February 2017 academic staff have been encouraged to

¹ Appendix 1: Extracts from CET and Student Council minutes relating Digital Literacy (MOODLE and Turnitin)

						<p>increase their use of MOODLE and Turnitin for online feedback and marking.</p> <p>The impact of the above has been demonstrated through an increasing take up of feedback and marking on MOODLE and Turnitin particularly by the ILSC tutors.²</p> <p>Further examples of the impact include:</p> <p>In semester 1701 MOODLE was used for a 2 hour examination for module TEE106 Programming Techniques. Students used MOODLE to view the questions and input their answers Students also had the ability to use software for coding.³</p> <p>Evidence that staff are increasingly using the VLE to deliver assessments. For instance short</p>
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² Appendix 2: Evidence of increased use of MOODLE and Turnitin for marking and feedback

³ Appendix 3: Powerpoint slides from TEE106 Programming Techniques examination

						<p>formative tests.⁴</p> <p>The above enhancements align with BCU practice thus supporting the transition of students to their degree level studies on completion with BCUIIC.</p>
<p>The range of opportunities for student engagement in developing learning facilities and resources (para 2.46) (B5)</p>	<p>A.3 Ensure that students are afforded engagement with their learning at every opportunity</p> <p>A.4 Exchange and disseminate initiatives to the wider Navitas network</p>	<p>Sept 2017</p>	<p>CDP DASS</p>	<p>S.4 Schedule of embedding student engagement opportunities indicates progress to target</p> <p>S.5 Exchange and dissemination of these initiatives is conducted through the Navitas Learning and teaching Forum</p>	<p>CET - The College Enhancement Team will evaluate these activities.</p> <p>AMP - The Annual Monitoring Process will be informed of these activities.</p> <p>NVT LTF - The Navitas Learning and Teaching Forum will allow dissemination of good practice.</p>	<p>Student Representatives at CET have been encouraged to provide feedback on their learning experience and also to speak with students and bring this feedback to the Student Council.⁵</p> <p>Impact can be demonstrated in how student engagement with their learning has provided additional support for MOODLE and Turnitin. This has been achieved through the introduction of an Ask desk and the incorporation of an introductory session as part of the student</p>

⁴ Appendix 4: Screenshot of MOODLE quizzes for module ACF001 Introduction to Financial Accounting

⁵ Appendix 5: Extracts from minutes of CET and Student Council relating to student experience

						<p>orientation in semester 1801.^{6 7}</p> <p>Through CET and Student Council participation BCUIC has continued to promote the Independent Learning Charter to all students and to make them aware of their responsibilities as independent learners.</p> <p>The Independent Learning Charter is available to view on the MOODLE Infohub and copies are displayed in the main BCUIC Reception and student areas.⁸</p> <p>The impact of this is evidenced through developing teaching practice introducing enhanced approaches to teaching. This has been discussed at ATS Meetings and also individual tutors have adopted approaches</p>
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⁶ Appendix 6: BCUIC ASK desk poster

⁷ Appendix 7: Student Portal and Turnitin Submission at BCUIC Presentation

⁸ Appendix 8: Screenshot of Infohub on MOODLE

						<p>which have shared as good practice.⁹</p> <p>BCUIC continues to participate in BCU's Graduate+ scheme. Impact of this evidenced below</p> <p>The exposure of BCUIC students to this initiative has been enhanced since the last report; all new students are now introduced to the Graduate+ team, their offices for future reference and an overview of the benefits of Graduate+ relevant to BCUIC students as part of their Orientation.¹⁰</p> <p>Further impact is demonstrated by tutors leveraging added value of Graduate+ into the delivery of their modules. An example of this is the incorporation of the Graduate+ bronze award into the</p>
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⁹ Appendix 9: Extract from ATS meeting minutes

¹⁰ Appendix 10: Copy of BCUIC Orientation Plan September 2017

						<p>assessment for the First Year Business module Professional Development.¹¹</p> <p>To enhance student engagement in developing learning facilities and resources it was agreed to consider student representation at the Academic Advisory Committee at its meeting on 12 October 2017.¹²</p> <p>At the College Learning and Teaching Board on 8 November 2017 it was agreed that a student representative should be invited to attend. Student representatives were invited and attended the meeting on 13 December 2017.¹³</p> <p>BCUIC participates in the Navitas Teaching and Learning Committee which is</p>
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¹¹ Appendix 11: Professional Development Assessment Brief

¹² Appendix 12: Extract from Academic Advisory Committee (AAC) minutes 12 October discussing student representation on the Committee

¹³ Appendix 13: Extract from College Learning and Teaching Board minutes 7 November 2017

						<p>attended by the College Director Principal. The committee allows the exchange of dissemination of initiatives across all Navitas Colleges and also discussion and consideration of a range of relevant subjects.</p> <p>An example of recent discussions at the meeting of the committee on 11 December 2017 which was reported to the BCUIIC CLTB on 13 December 2017.¹⁴</p> <p>A Learning and Teaching Forum has been established and is scheduled to meet regularly to develop, share and disseminate initiatives across the Navitas network. This forum now reports into the Navitas Teaching and Learning Committee.¹⁵</p>
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¹⁴ Appendix 14: Navitas Teaching and Learning Committee updated for CLTB 12 December 2017

¹⁵ Appendix 15: Terms of Reference for Learning and Teaching Forum

						<p>At the last meeting of the forum on 25 October a wide range of matters were discussed.¹⁶</p> <p>Impact is evidenced through the involvement of the Learning and Teaching Forum in supporting the ongoing review of the ILSC modules across the Navitas network.</p> <p>In March 2017 Maria Spies, General Manager, Navitas Learning and Teaching Services visited BCUIIC and provided staff with an overview of developments in Learning and Teaching technology and Navitas' investment and participation in developing these technologies and plans for staff professional development platform.¹⁷</p>
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¹⁶ Appendix 16: Agenda items from the Learning and Teaching Forum on 25 October 2017

¹⁷ Appendix 17: Agenda for Marie Spies visit to BCUIIC in March 2017

						<p>This is an area of development by the Navitas Corporate Team and its impact will be seen more fully within the next 12 months.</p> <p>These initiatives are shared at CLTB by the CPD.</p>
<p>The flexible and effective assessment feedback mechanisms which enables and promotes student learning (para 2,62) (B6)</p>	<p>A.5 Continue to promote a culture, whereby students can seek to develop a better understanding of what is required prior to submitting their work.</p> <p>A.6 Support Academic Staff to further develop a proactive approach to developing their practice.</p>	<p>Sept 2017</p>	<p>CDP DASS</p>	<p>S.6 Continue to provide online feedback for assignments S.7 Student Services will monitor the timeliness and quality of feedback. S.1 as above *</p>	<p>AMP - The Annual Monitoring Process will be informed of these activities.</p> <p>AAC - Regular reports to Academic Advisory Committee and through the Navitas Quality and Standards Office</p> <p>BCUIC Annual Report will provide data on the student outcomes</p>	<p>As previously reported BCUIC continues to offer students an introductory session on independent learning and plagiarism.</p> <p>The impact of this in supporting students to develop a better understanding of what is required prior to submitting work before they commence their studies.</p> <p>A College handbook on plagiarism and referencing is being used by students and is available from the BCUIC Student Infohub.¹⁸</p>

¹⁸ Appendix 18: Plagiarism Handbook

						<p>Impact of the continuing importance placed on effective assessment feedback mechanisms is demonstrated through positive feedback from Link Tutors and the External Examiner.¹⁹</p> <p>Academic staff have been provided with training to help them develop their practice. In March 2017 tutors received training on Critical Thinking which Maria Spies, General Manager, Navitas Learning and Teaching Services attended.²⁰</p> <p>In addition academic staff have full access to the online Navitas teaching and learning forum. Updates are regularly circulated to all academic teaching staff.²¹</p> <p>Impact includes staff sharing good practice gained from</p>
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¹⁹ Appendix 19: Link Tutor and External Examiner comments on BCUIC tutors feedback to students.

²⁰ Appendix 16: Agenda items from the Learning and Teaching Forum on 25 October 2017

²¹ Appendix 20: Navitas Learning and Teaching Forum

						<p>participation in the Navitas teaching and learning forum.²²</p> <p>Impact is also demonstrated through the increase use of Moodle and turnitin for student feedback.²³</p> <p>Impact of staff taking a proactive approach to the development of their practice through the establishment of a student-led literacy club as a complementary approach to developing their critical and analytical skills. This has evolved from the Composition and Style module.²⁴</p> <p>Academic staff have continued to be supported in their CPD through links at the university. Examples of this include the successful completion of PGCE courses. In addition a member of</p>
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²² Appendix 9: Extract from ATS meeting minutes

²³ Appendix 2: Evidence of increased use of MOODLE and Turnitin for marking and feedback

²⁴ Appendix 21: Student-led Literacy Club

						staff has commenced a part-time PhD course.
The effective use of tracer data in reviewing existing curricula, which enhances student learning opportunities. (para 2.67) (B8)	A.7 Annual Monitoring of Programme and associated reports demonstrate thorough consideration of module and programme performance with clear actions, targets and goals identified	Annually	CDP DASS DMR	S.8 Tracer data will track students' performance as they progress through the University and compare BCUIC students with those directly recruited to the University	AMP - The Annual Monitoring Process will be informed of these activities. AAC -Regular reports to Academic Advisory Committee and through the Navitas Quality and Standards Office	<p>The data has been considered within the context of the Annual Monitoring Reports for 2016/17 and has contributed to each pathway's action plan.</p> <p>As mentioned in the previous report the 14/15 tracer data was used to review the module mix of the Business and Law Foundations. These changes were introduced from September 2016.</p> <p>The impact of this change will be reported in the 16/17 Annual Monitoring Reports under finalisation.</p> <p>Tracer Data has been continued to be presented and considered by the Academic Advisory Committee and discussed at College Learning and Teaching Board</p> <p>The proposal for a common format for</p>

						<p>tracer data across the Navitas network was discussed and positively received at the Academic Advisory Committee.²⁵</p> <p>A proposed common format has been shared with BCU for their consideration and feedback.</p>
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²⁵ Appendix 22: Extract of Academic Advisory Committee minutes on 21 March 2017