

## QUALITY ASSURANCE AGENCY HIGHER EDUCATION REVIEW (ALTERNATIVE PROVIDERS)

### Update to Oak Hill College Action Plan: February 2020

**AAD:** Acting Academic Dean (OHC)  
**AAT:** Academic Administration Team (OHC)  
**AcB:** Academic Board (OHC)  
**AMR:** Annual Monitoring Report (for MU)  
**AP:** Academic Partnerships (MU)  
**AQS:** Academic Quality Service (MU)  
**AsB:** Assessment Board (OHC)  
**APR:** Admissions Policy Review (OHC)

**ASE:** Annual Self Evaluation (for the Church of England)  
**CEC:** Courses Evaluation Committee (OHC)  
**DOF:** Director of Operations & Finance (OHC)  
**DPC:** Director of Pastoral Care (OHC)  
**DPS:** Director of Postgraduate Studies (OHC)  
**EEs:** External Examiners (OHC)  
**LTM:** College Leadership Team (OHC)  
**MGM:** Management Group Meeting (OHC)

**MU:** Middlesex University  
**PPT:** Programme Planning Team (OHC)  
**QAE:** Quality Assurance & Enhancement [Manager] (OHC)  
**QECC:** Quality Enhancement & Compliance Committee (OHC)  
**R&P:** Regulations & Procedures [Handbook] (OHC)  
**SCR:** Student Common Room Committee (OHC)  
**SEFs:** Student Evaluation Forms (OHC)  
**UPIG:** UG Programmes Implementation Group (OHC)

PART A: SETTING & MAINTAINING ACADEMIC STANDARDS							
AREA OF ACTIVITY	ACTION TO BE TAKEN	TARGET DATE	ACTION BY	SUCCESS INDICATORS	REPORTING TO	EVALUATION	PROGRESS TO DATE
<b>Validation and Review Activity</b>	Appoint appropriate External Assessors for the Review by agreement with AQS	Autumn 2019	PPT and QAE Manager	Agreement of two External Assessors (EAs) with AQS	AcB (OHC); AQS (MU)	Post-review reflection on the process, including mechanisms for the selection of Assessors	<u>COMPLETE:</u> Two Assessors were identified and approved by MU, and subsequently took part in the UG Review Event in Oct 2019
	Review the College's UG provision with colleagues from the University	Autumn 2019	Review Panel and PPT with QAE Manager (as Officer)	Approval of all three programmes (Levels 4, 5 and 6) for the full six-year term	AcB (OHC); AQS (MU)	Post-review reflection on the process (see next point) including areas for possible enhancement	<u>COMPLETE:</u> The Event took place in Oct 2019 and all three awards were approved for six years and will be launched in Sept 2020
	Evaluate the Review process in order to identify strengths and weaknesses ahead of the next (Postgraduate) Review	Spring 2020	PPT for UG Review with QAE Manager	Identification of any enhancements which can be taken forward at the next Review	QECC, AcB (OHC); AQS (MU)	Efficacy of adjustments made in terms of the next (Postgraduate) Review	<u>TO FOLLOW:</u> Evaluation of the 2019 review will take place in Spring 2020 to inform the next review (the PG Review in Autumn 2021)
<b>Constitutions and Terms of Reference for College Boards and Committees</b>	Review ToRs in other (non-academic) areas of College life as the new leadership structure beds down	Spring 2020	LTM with QAE Manager and others	Creation/review of ToRs for other boards and committees (incl. LTM and MGM)	LTM & College Council (via DOF)	Assessment of how well the new ToRs are working during AY 2019-20	<u>IN PROGRESS:</u> Now that the new Leadership Team is complete, work on new ToRs is underway. The ToRs for MGM were signed off in 2019

<b>PART B: ASSURING AND ENHANCING ACADEMIC QUALITY</b>							
<b>AREA OF ACTIVITY</b>	<b>ACTION TO BE TAKEN</b>	<b>TARGET DATE</b>	<b>ACTION BY</b>	<b>SUCCESS INDICATORS</b>	<b>REPORTING TO</b>	<b>EVALUATION</b>	<b>PROGRESS TO DATE</b>
<b>Programme Design, Development and Approval [B1]</b>	Review the responses from the student consultations in order to plan the transfer/teach out period effectively	Autumn 2019	PPT with Academic Registrar	Creation of a project plan for teach out of modules/programmes where this is needed	PPT and AcB (OHC); AP (MU)	Evaluation of satisfaction with the transfer process via Programme SEFs and identification of possible future enhancements	<u>COMPLETE</u> : The responses were analysed to give an initial indication of what might be required in terms of teach out; the formal transfer process will follow in Spring 2020
	Send to each affected student a full transfer proposal which maps their attainment to date against PLOs from the new awards	Spring 2020	PPT with AAT	Creation of a transfer proposal for each student, allowing them to make a final decision	UPIG and AcB (OHC); AP (MU)	Evaluation of satisfaction with the transfer process via Programme SEFs and identification of possible future enhancements	<u>TO FOLLOW</u> : Individual transfer proposals are being prepared and will be sent to students in the Spring Term of 2020 to inform the transfer/teach-out process
	Use the new Validation & Review Manual as part of the preparations for the UG Programmes Review	Autumn 2019	PPT and QAE Manager	Completion of all aspects of the review process as set out within the Manual	AcB (OHC); MU (AMR 2019-20)	Evaluation of the extent to which the Manual fruitfully shapes the UG Review process	<u>COMPLETE</u> : The Manual was used throughout the UG Review; an evaluation will follow in Spring 2020 ahead of a full update
	Review and update the Validation & Review Manual before its next use for the PG Programmes Review	Spring 2020	QAE Manager, AAD and DPS	Agreement and implementation of any changes that are felt to be necessary	AcB (OHC); MU (AMR 2020-21)	Subsequent evaluation of the extent to which the revised Manual fruitfully shapes the PG Review	<u>TO FOLLOW</u> : As noted above, an initial review will begin in the Spring; the manual will be fully updated ahead of the PG Review
<b>Recruitment, Selection and Admission to Higher Education [B2]</b>	Complete the Admissions Policy Review, drawing on the recommendations made by external consultants and linking them to other projects	Autumn 2019	APR Working Group with other staff as needed	Delivery of a sustainable process that meets the necessary requirements	LTM & Council (via College Director)	Ongoing review of the new Admissions Policy and Procedures to ensure that they remain fit for purpose	<u>COMPLETE</u> : The APR project was completed in tandem with the UG Review and the new process was launched in Dec 2019; the process will now be kept under review
<b>Learning and Teaching [B3]</b>	Continue to monitor the effectiveness of the new PDP process in terms of helping students to identify strengths and weaknesses	End AY 2019-20	QAE Manager with DPC and others	75% satisfaction with the new PDP process as expressed in 2019-20 Programme SEFs	CEC (OHC); MU (AMR 2018-19)	Feedback from 2019-20 SEFs will be used to adjust the PDP process ahead of the AY 2020-21	<u>ONGOING</u> : Satisfaction stood at 68% in 2018-19; some adjustments were made to the process based on the feedback received and it will be reviewed again in 2019-20
	Review the effect of changes to the 2017-18 academic year structure and of subsequent adjustments afterwards	End AY 2018-19	QAE Manager and AAD	75% satisfaction in the area of workload as expressed in 2018-19 Programme SEFs	CEC (OHC); MU (AMR 2018-19)	Outcomes from 2018-19 Programme SEFs will be reviewed by the QAE Manager and Acting Academic Dean	<u>COMPLETE</u> : The changes made in 2018-19 were retained for 2019-20; however, in 2020-21 we will make the transition to an academic year of two semesters (see next point)
	Review the effect of moving to two 12-week semesters in terms of student/staff workload and the overall	End AY 2020-21	QAE Manager and AAD	80%+ satisfaction in the area of workload as expressed in 2020-21 Programme SEFs	CEC (OHC); MU (AMR 2020-21)	Outcomes from 2020-21 Programme SEFs will be reviewed by the QAE Manager and Acting	<u>TO FOLLOW</u> : The new semester system will be reviewed after one year (at the end of 2020-21) to assess its impact in terms of pace/

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	pace of learning					Academic Dean	workload for staff and students
	Assess the impact on learning resources of the Assessment Package Template	End AY 2018-19	QAE Manager and Librarian	Fewer references in SEFs to problems with accessing learning resources	CEC (OHC); MU (AMR 2018-19)	Outcomes from 2018-19 Programme SEFs to be reviewed by the QAE Manager and Librarian	<u>COMPLETE</u> : Fewer issues with resources were reported in SEFs in both 2017-18 and 2018-19 which suggests the process is working
	Address any remaining unresolved issues with the WiFi and AV systems	End AY 2018-19	IT Team with student team and DOF	Improved outcomes in SEFs (return to 90%+ satisfaction) alongside positive outcome for NSS Statement 18	CEC (OHC); MU (AMR 2018-19)	Results from the NSS and from Programme SEFs to be analysed by the QAE Manager and IT Team	<u>COMPLETE</u> : Satisfaction rose to 95% in Prog SEFs and 96% in the 2019 NSS; ongoing enhancements will continue in 2019-20 in order to build on this good foundation.
	Review the College's Events & Speakers Policy in the light of the new EHRC Guidance on Freedom of Expression	End AY 2018-19	HR Manager with LTM	Implementation of any changes which may be needed ahead of the next academic year	OfS (Prevent Returns), LTM, College Council	The HR Manager will monitor implementation through normal speaker clearance activity	<u>COMPLETE</u> : The Policy was reviewed in light of the new EHRC Guidance; the latest Prevent Return was submitted in Dec 2019
<b>Enabling Student Development &amp; Achievement [B4]</b>	Assess the impact of changes made in 2018-19 in order to better support students with disabilities and SpLDs	End AY 2018-19	AAT and AAD	Continued high level of individual support for those with SpLDs and disabilities	MU (AMR 2018-19)	We will continue to discuss and monitor this with individual students on a case-by-case basis	<u>COMPLETE</u> : A number of practical adjustments were implemented in 2018-19; further changes will be made as required during 2019-20
	Review the academic and personal support available for part-time students both now and as part of the UG Review	End AY 2018-19 & end of 2020-21	PPT and QAE Manager	Positive response (70% rising to 75%) from PT students in response to question in Programme SEFs	CEC (OHC); MU (AMR 2020-21)	Ongoing review of satisfaction levels after that via Programme SEFs; any further adjustments as required	<u>IN PROGRESS</u> : The overall rating was 84%; the SEFs highlighted both successes and areas for further work (e.g. academic support) which will be looked at again in 2019-20
	Establish 1-1 drop in surgeries as part of the College's study skills provision	End AY 2019-20	QAE Manager and AAD	80% satisfaction with study skills provision as expressed in 2019-20 Programme SEFs	CEC (OHC); MU (AMR 2019-20)	Outcomes will be evaluated by the QAE Manager and shared with the Acting Academic Dean	<u>DEFERRED</u> : The overall satisfaction rate with study skills stood at 81%; while it was not possible to set up the surgeries during 2018-19, we hope to embed them for 2020-21
	Develop and implement a pastoral care strategy for the College	August 2019	Director of Pastoral Care with LTM	Policy and associated procedures in place ahead of AY 2019-20	MU (AMR 2018-19); College Council (OHC)	The impact of the policy will be monitored directly by the Director/LTM and also via SEF responses	<u>COMPLETE</u> : A report was shared with the LTM and wider staff and the recommendations were put in place ahead of the AY 2019-20
<b>Student Engagement [B5]</b>	Continue to evaluate student experiences of project-based/quantitative research	End AY 2018-19	QAE Manager, DPS and AAD	Sustained outcome of 4.5+ out of 5.0 in dedicated SEFs for 2018-19	CEC (OHC); MU (AMR 2018-19)	The QAE Manager will discuss 2018-19 outcomes with the Acting Academic Dean and DPS	<u>ONGOING</u> : While satisfaction rates dropped a little to 4.4, quantitative feedback remains positive with regard to the overall experience

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	Development of additional mechanisms for student feedback to supplement the retrospective SEF process	Autumn 2020	QAE Manager with AAD & Student Rep Team	New mechanisms in place to coincide with the launch of the new academic provision	CEC (OHC); MU (AMR 2020-21)	The impact of these will be assessed via NSS scores and an extra question in the Programme SEF	<u>TO FOLLOW</u> : A more streamlined version of the SEF is being used during 2019-20 while additional mechanisms for feedback are considered for 2020-21
<b>Assessment of Students &amp; the Recognition of Prior Learning [B6]</b>	Identify KPIs to evaluate the extent to which the new Assessment Policy informs/enhances assessment activity	End AY 2020-21	QAE Manager and AAD	Discussion and review of the Policy's impact as regards the UG Review and in general	AAT (OHC); MU (AMR 2020-21)	Key indicators will be set as part of the next review of the Assessment Policy in 2020-21	<u>TO FOLLOW</u> : Discussion of the Policy has thus far focused on preparations for the UG Review; more work will follow on KPIs
	Review, consult upon and implement changes to key assessment regulations (including for RPL)	End AY 2019-20	Senior Registrar and AAD	Internal approval, then submission to MU Registry in the light of the UG Review	AsB (OHC); MU (Registry and Panel)	The implementation of the new regulations will be monitored and any amendments discussed with the University	<u>IN PROGRESS</u> : A 'statement of intent' was included with the UG Review paperwork; the regulations themselves are now being drafted and will be submitted in 2019-20
	Improve performance with respect to the timing of feedback on assessment	End AY 2018-19 in first instance	Module Tutors with AAD	Return to satisfaction levels of 85% in 2018-19 Programme SEFs	AcB & EEs (OHC); MU (AMR 2018-19)	Satisfaction levels to be monitored to see if the 2018-19 changes had a positive impact on the learning experience	<u>IN PROGRESS</u> : The T1 feedback date was brought forward in 2018-19; satisfaction rose to 92% in Prog SEFs and 100% in the NSS; review will continue during 2019-20
	Review double-marking activity to identify what has improved and whether any further guidance is needed	End AY 2018-19	AAT with External Examiners	Positive feedback from EEs in their end of year reports	AsB & AAT (OHC); MU (AMR 2018-19)	Evaluation of EE and Faculty comments to inform any further changes to the process	<u>IN PROGRESS</u> : The EEs are satisfied that procedures are effective, but continue to encourage tutors to provide more detail of discussions
	Continue to develop student skills in the area of critical engagement with other views	End AY 2018-19	Module Tutors with AAD	Positive feedback from EEs in their end of year reports	AsB & AAT (OHC); MU (AMR 2018-19)	Evaluation of EE and Faculty comments to inform adjustments to assessment design	<u>IN PROGRESS</u> : Various changes were made in 2018-19 and seem to have borne fruit but efforts will continue, encouraged by the EEs
<b>Managing Higher Education Provision with Others [B10]</b>	Bring forward the annual placement agreement cycle to allow more time for busy supervisors to respond	June 2019	President with Exec Assistant and others	80% of placement agreements returned before the matching process begins	MU (AMR 2018-19); CofE (ASE 2018-19)	Impact in terms of earlier return of forms along with qualitative feedback from placement supervisors	<u>TO FOLLOW</u> : Paperwork was issued earlier this year, ahead of the June supervisors' lunch; the percentage of forms returned within a month of issue rose from 33% to 66%
	Review and republish the Student Protection Plan with input from the student body	Summer 2019	DOF with QAE Manager and SCR Cttee	Approval of updated Student Protection Plan by MGM and SCR Cttee	OFS (via Acc Officer and monitoring)	Evaluation of updating process afterwards, in particular as regards student involvement	<u>COMPLETE</u> : The first (joint) review of the SPP and Refunds Policy took place in July 2019 and worked very well; the cycle will henceforward move to May (aligning with F&GP)

<b>PART C: INFORMATION ABOUT HIGHER EDUCATION PROVISION</b>							
<b>AREA OF ACTIVITY</b>	<b>ACTION TO BE TAKEN</b>	<b>TARGET DATE</b>	<b>ACTION BY</b>	<b>SUCCESS INDICATORS</b>	<b>REPORTING TO</b>	<b>EVALUATION</b>	<b>PROGRESS TO DATE</b>
<b>Management Information Systems [C]</b>	Adjust the publication cycle for the College's Handbooks and introduce a 'changes list' for the R&P Handbook	June 2019	QAE Manager with AAT and Admissions	New students having access to the full R&P Handbook/changes list earlier in the year	OfS (via random monitoring); MU (AMR 2018-19)	Review of any issues with earlier publication so that these can be resolved ahead of the next cycle	<u>COMPLETE</u> : The Handbooks were updated and published earlier in the year and were also uploaded to the College's external website
	Review/update the Published Information Schedule to help with monitoring compliance with the CRA	End of 2019-20	DOF with MGM Working Group	Schedule reviewed and fully updated by the end of the next academic year	MGM (OHC); MU (AMR 2018-19)	Review of the usefulness of the schedule in terms of ensuring compliance with the CRA	<u>IN PROGRESS</u> : The working group has almost completed its review of the Schedule and will bring the results to a meeting of the MGM

<b>PART D: QUALITY ENHANCEMENT</b>							
<b>AREA OF ACTIVITY</b>	<b>ACTION TO BE TAKEN</b>	<b>TARGET DATE</b>	<b>ACTION BY</b>	<b>SUCCESS INDICATORS</b>	<b>REPORTING TO</b>	<b>EVALUATION</b>	<b>PROGRESS TO DATE</b>
<b>Enhancement</b>	Review the remit, terms of reference and membership of the Quality Enhancement Committee	Start of 2019-20	Director, QAE Manager and QEC members	Agreement of new remit, membership and associated ToRs by September 2019	AcB (Oak Hill); MU (AMR 2018-19)	Review of the ToRs, remit and membership towards the end of 2019-20, after one year of operation	<u>COMPLETE</u> : The QEC's remit will henceforward include academic compliance as well and the name has been changed to the QECC

Updated: 21 February 2020