

QAA Action Plan – Queen’s Foundation: AUG 2016

ITEM	ACTION TO BE TAKEN	TARGET DATE	ACTION BY	COMPLETION DATE	SUCCESS INDICATORS	REPORTED TO.
1. Student Engagement <i>B.5 Strengthening the student voice</i>	Appointment of Eunice Attwood (EA) as designate member of Leadership Team with responsibility for enhancing student engagement.	July 2016	Leadership Team and Foundation Staff Group (FSG)	July 2016	Routine agenda within leadership team on student experience.	Governors/ Leadership team
	Staff day review of student engagement (12.07.16). Agreed to enhance weekend community meeting, making space for items led by formal reps on both academic and community issues across identified student constituencies.	October 2016 for 2016-17	Weekend coordinators Community team		Feedback from Tk2 students reviewing this change.	FSG
	Enabling student body to write clear role descriptions to facilitate new officers’ inductions.	Autumn 2016	Staff Student Community Forum (SSCF) / EA		Clarity on roles from officers and their constituents.	Academic Management Group (AMG)
	Enable student body to produce pictures of student taking key responsibilities to be displayed and shared. (This follow good practice from library reps).	Autumn 2016	EA / student officers		Students clear who to go to for which areas.	AMG / SSCF
	SSCF to work towards whole student body forum.	2016-17	SSCF		Plan for this forum, and initial forum to take place.	AMG / SSCF
	Enable student engagement in	October 2016	TBC		Good turn-out rate	AMG

	<p>first Common Awards elections</p> <p>Encourage student engagement with Common Awards student conference.</p> <p>Induct new student taking key responsibilities as applicable e.g. induction meeting for those serving on formal committees.</p>	<p>July 2017</p> <p>Autumn 2016</p>	<p>Registrar</p> <p>Librarian Hospitality Registrar</p>		<p>for election.</p> <p>Good attendance rate for this and feedback back to student body.</p> <p>Review from students.</p>	<p>AMG</p> <p>SSCF</p>
<p>2. Academic Level differentiation</p> <p><i>B.3 differentiation of levels deadline Sept 2016</i></p>	<p>Actively reducing number of modules where two levels could be taught together as part of planed teach out of Newman BA. (Only two L5 students will be affected by dual level Newman teaching in 2016-17).</p> <p>Where L5/L6 dual teaching occurs, we will provide separate module handbooks as a minimum.</p> <p>Improve differentiation of language on learning outcomes and Bibliography between levels 5 and 6 for Newman.</p>	<p>2016-17, 2017-18</p> <p>September 2016</p> <p>Newman Re-validation of BA (August 2016).</p>	<p>Oversight by Director of Studies (DoS)/AQSG. Module leads.</p> <p>Oversight by DoS/AQSG. Module leads.</p> <p>Oversight by DoS/AQSG. Module leads.</p>		<p>Success completion of modules and Newman teach out process.</p> <p>Newman BA revalidation panel. Feedback from EE.</p> <p>Module review feedback. Add specific questions regarding parity of learning outcomes for modules affected.</p>	<p>AMG</p> <p>AMG</p> <p>AMG</p>

	<p>Clear differentiation of expectations for Durham dual-level teaching (there will be examples of two levels for Durham level 4/5 for Ethics-related modules).</p> <ul style="list-style-type: none"> • Separate module handbook for every module code represented in the classroom. • Clear requirements in module handbooks to include core information regarding level of assessments. 	2016-17	Oversight by DoS/ AQSG. Module leads.		Module review feedback. Add specific questions regarding parity of learning outcomes for modules affected	AMG
<p>3. Additional classroom teaching and accommodation space (No.24 Somerset Rd)</p> <p>(Also Strategic Plan 5.3)</p>	Map usage and accommodation needs for Number 24.	Easter 2017	Management Team, Leadership and Hospitality Teams.		Successful transfer and occupation of the building that enables maximum, appropriate use of new facilities. End of use of Victoria Halls accommodation from September 2017.	Leadership Team / Governors
	Management Team oversight of building work re: staff and student access needs.	Easter 2017	Management Team		Building fit for purpose. Enhanced and accessible teaching space and accommodation.	Leadership Team
	Plan for formation of residential	Autumn 2017	Chaplain,		Review of student	SSCF / FSG

	community at No. 24 and integration across facilities.		Hospitality and FSG		experience of living at no.24 summer 2018.	
4. Provision of academic documentation <i>C. programme information standardised sept 2016.</i>	Standardised module handbook template circulated July 2016 and required for all modules.	September 2016	Academic Registrar and Academic Dean		Module review process includes question on clarity of handbook. External examiner feedback.	AMG
	Enhancement of academic information available from Foundation website and VLE.	Ongoing	Academic Registrar and website administrator		Evidence of more regular reviews for accuracy. Monitoring comments about website and information received during admissions process.	AMG
	Individual student timetables available for continuing students (2016-17). Clearer Pathway guidance given per cohort and year prior to commencement of academic year.	September 2016	Centre Directors/ Registry / DoS		Induction review to include information on pre admission data.	FSG, AMG
Centre and Academic handbooks reviewed and standardised across the Foundation.	August 2016	Academic Registrar and Academic Dean - agreed by Principal		Monitoring student feedback on handbooks.	FSG, AMG, Leadership team	

<p>5. Enabling student flourishing. <i>B.6 Anti plagiarism detection software</i></p> <p>(Also <i>Strategic Plan</i> pp13-15)</p>	<p>Introduction of Turnitin software and continued education of students around plagiarism.</p>	<p>September 2016, ongoing</p>	<p>Academic Dean, Registrar, tutor responsible for Moodle.</p>		<p>AQSG monitoring plagiarism cases.</p>	<p>AMG</p>
	<p>Sharing of good practice by tutors of experience of using formative assessment experience (2015-16), e.g. demonstration of key skills learning outcomes.</p>	<p>December 2016 FSG</p>	<p>Academic Dean, FSG</p>		<p>AMG student feedback on modular formative assessment.</p>	<p>FSG, AMG</p>
	<p>Develop further taster and orientation courses in preparation for students beginning formal study for September 2017.</p>	<p>2016-17</p>	<p>FSG tutors</p>		<p>Review transition feedback from access course participants 2016. Repeat process in 2017.</p>	<p>FSG, Leadership Team</p>
	<p>Clarity about personal tutor and Centre Director ¹transition for students moving from one mode of study to another.</p>	<p>Summer 2016</p>	<p>Leadership Team</p>		<p>Students clear about transition of these roles and who to approach for different needs.</p>	<p>Leadership Team</p>
	<p>Launch of new Centre for Continuing Ministerial Development, with responsibility for designing and implementing new probationer studies pathway.</p>	<p>September 2016</p>	<p>New Centre Director</p>		<p>Review of first year of centre July 2017. Successful approval by Common Awards and Methodist Church of new pathway.</p>	<p>Leadership Team/ Governors</p>

¹ Re creation of new Centre: Centre for Continuing Ministerial Development.

	Review Level 6 pathways under Common Awards for non-probationers including potential development of Graduate Diploma.	January 2017	Academic Planning Group		Have approved revised Graduate Diploma / and BA Level 6 Common Awards pathways for 2017-18.	AMG
6. Responding to wider HE developments e.g. TEF.	Participate in initial development of TEF.	2016-17	Academic Dean and Registrar & Leadership Team		Qualification for and participation in TEF; Narrative submission report lodged with TEF	AMG / FSG / Leadership Team
	Implement DELHE and NSS during 2016-17. Continue HESA submission 2016-17.	2016-17	Academic Dean and Registrar		Conducted in 2016-17 and data submitted to HESA.	SSCF / AMG / FSG / Leadership Team
	Continue work on reasonable adjustment policy and associated appeals process.	September 2016 and ongoing	Access Group and Leadership team.		Reasonable adjustment policies in place and good practice shared.	SSCF / AMG / Leadership Team