

## AECC University College (reviewed as Anglo-European College of Chiropractic): Action plan arising from the Higher Education Review (Alternative Providers) 2017

This action plan demonstrates how the AECC University College will build on good practice, continue to develop affirmed actions and respond to the recommendations from the QAA Higher Education Review (Alternative Providers) that took place in February 2017. Monitoring will be through Academic Development and Quality Committee, reporting to Academic Board.

1 Findings	2 Actions to be taken	3 Date for completion	4 Action by	5 Success indicators	6 Progress ( <i>add date of review</i> )
<b>Good practice</b>					
The highly effective partnership between staff and students which results in the continuous enhancement of the learning experience [Enhancement].	We will continue to develop and strengthen the partnership between staff and students by maintaining existing methods for dialogue and student representation, expanding this to our new programmes as we grow our provision, listening to student views and encouraging their proactive participation in decisions affecting their learning experience. Specifically we will :				
	(i) Implement the planned annual overview report on outcomes from institutional/programme level student feedback, as an opportunity for the identification of enhancement activities and the sharing of good practice across programmes	(i)Autumn 2017-2018 committee cycle	(i) Quality and Enhancement manager/Vice-Principal (Quality)	i) Annual overview report prepared and considered by relevant committees as a tool for enhancement and the sharing of good practice across programmes	The first annual report was completed and considered by the relevant committees in Autumn 2018. This was regarded as a useful tool for bringing together the different aspects of student feedback, and will now be continued annually as part of 'business as

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					usual'. Action complete
	(ii) Provide support and training for students undertaking new roles within the Quality framework for AECC University College awards as members of Evaluation Panels for programme approval/ review.	(ii) Autumn/Spring 2017-18 in preparation for first AECC University College evaluation Panels	(ii) Quality and Enhancement Manager/SU Manager	(ii) Student members confirm they feel well prepared for their roles and feel able to make a full contribution to the process	Support and training was offered to students in these roles; however as only a small number of students are involved at present this has been made available on a 1:1 basis rather than through formal sessions. Action complete
	(iii) Implement virtual equivalent of 'student voices' activity for part-time MSc students	(iii) During Autumn 2017-2018	(iii) Quality and Enhancement Manager/Head of Postgraduate Programmes Administration/E-Learning Developer	Part-time MSc students have the opportunity to engage in an activity which enables them to raise issues/highlight good practice with staff outside the programme, if they wish to do so	Although a full 'virtual' system has not yet been developed, an interim arrangement was put in place to give students an equivalent opportunity. As anticipated, only a small number of students responded; however the feedback received was useful and is currently being followed up. Action ongoing.
<b>Affirmation</b>					
The steps being undertaken to develop the process for monitoring and approving information published on the website [C].	(i) As part of the development of the new website, formalise the process for monitoring and approving publication of information on the website, assigning each page to a named owner/editor, and implementing a process to approve changes prior to publication	(i) September 2017	(i) Digital Engagement Manager/Head of Marketing	Information published on the website will be kept up to date and authoritative; all staff will know and understand their responsibilities in respect of information updating. Annual audits will confirm that information is up to date, accurate and meets legal (eg CMA) requirements	We are ensuring content is up to date, with review dates and page owners being assigned to the CMS. Further training is required to formalise the process and discuss responsibilities with web editors and

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					brand champions (scheduled for end of March)
	(ii) Update the Public Information Policy Statement and Policy on Information for the Public Domain to ensure that the process for publication on the website is clearly articulated	(ii) As part of annual public information audit, September 2017	(ii) Quality and Enhancement Manager/Head of Marketing	All staff will know and understand their responsibilities in respect of information updating.	The statement and policy have been updated as agreed. Action complete As above, Marketing continue to work with key staff to ensure that responsibilities are clear. Action complete
<b>Recommendation</b>					
That by September 2017 the College articulates a strategy for the further development and management of the virtual learning environment [C].	(i) New VLE Working Group set up to develop the strategy, and associated policies, in consultation with key staff and with students	(i) working group to be set up June 2017; strategy to be developed September 2017	Head of Learning Services and E-Developments as Chair of Working Group	(i) The University College will have a clear strategy for the development and management of the VLE, so that all staff know where responsibilities lie, and what is expected of them, to encourage a more consistent learning experience for students.	The Working Group is currently meeting, The group put together a VLE Strategy document that was considered at LTSC on 17.1.18. It was agreed to split the document into a VLE Management Plan and a VLE Strategy document.  A working group, the E-learning Strategy Group, has been established and is chaired by the Head of School of Health, Wellbeing and Performance. Draft membership and ToR will be circulated to LTSC for note. The development of a VLE strategy is included in

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					the ToR for the group. The group will report to LTSC.
	(ii) As part of this strategy develop guidance, a checklist on best practice and other support materials in VLE course management	(ii) September 2017	(ii) Head of Learning Services and E-Developments as Chair of Working Group	(ii) Relevant staff know where responsibilities lie, and what is expected of them in respect of VLE content and management.	A checklist on best practice and other support materials has been developed and is in the VLE Management Plan. The Programmes offices will be responsible for management and audit of the VLE. Outcomes of the audit will be reported to LTSC annually. Complete.
	(iii) Establish a VLE Review Group to provide ongoing oversight of the VLE. The group will meet as required, but at least once formally, to review the outcomes of annual VLE Review and plan for the following academic year. The group will report to the Learning and Teaching Sub-Committee	(iii) September 2017	(iii) Head of Learning Services and E-Developments as Chair of Working Group	(iii) Reports from the Review Group demonstrate institutional oversight of VLE content and development.	See above. The responsibility for this will lie with the Programmes Offices rather than a separate group. Complete.
	(iv) In the light of student feedback, restructure the 'official documents' sections of the VLE to make documents easier to find.	September 2017	Quality and Enhancement Manager	(iv) Students confirm that documents are easier to find	The previous separate 'official documents' areas for each programme have been replaced with a single 'policies for students' repository and an accompanying 'general information' area which includes information

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					<p>which is important for students but not 'regulatory' These are in use from September 2017.</p> <p>Student feedback was sought during the Autumn term and via semester 1 student voices.</p> <p>Students are generally satisfied with this system, although alternative mechanisms of highlighting key policies and procedures for students will be explored going forward. Action complete</p>

Approved by the Principal August 2017  
Updated, presented to ADQC Feb 2018