



**UNIVERSITY OF  
PLYMOUTH**  
International College

## **COLLEGE ACTION PLAN (CAP) 2018-2021**

**Incorporating:**

**Navitas Priorities and Themes**

**College Enhancement Plan**

**Navitas Learning and Teaching Strategy 2018-2021**

**iSB Action Plan 2018**

**QAA Quality Code 2019 Mapping**

**College Name:** University of Plymouth International College (UPIC)

**Year:** 2020 (Updated 8<sup>th</sup> October 2020)

**College Director/Principal:** Peter McDonnell

**UPIC Navitas Priorities and Themes**

<b>Priority 1</b>	<b>Priority 2</b>	<b>Priority 3</b>	<b>Priority 4</b>	<b>Priority 5</b>
Engage students fully with the curriculum, learning process and infrastructure available to them	Develop a culture of partnership and co-production with students that underpins the design, delivery and review of learning experiences	Ensure that students from all backgrounds are supported to complete their pathway programmes and well prepared to advance to the University partner	Continue to monitor and review, test and improve the quality of evidence to understand the most effective learning and teaching techniques and strategies	Learn how effective specific interventions are in supporting students to achieve their potential
A portion of UPICs curriculum is set by the University as we match up in first year Business modules, Our foundation programmes are set up with this in mind and are often set in conjunction to what the University programmes are that students are progressing to. Especially the Science and Engineering modules. By achieving this we also provide an internationalised and inclusive curriculum that is relevant and challenging	Completion of this priority ensures that UPIC are able to achieve the QAA and OfS requirement of student involvement in programme design. This will be monitored through Student Council, CET and T&L boards. It will also go some way to ensure that the curriculum is relevant and challenging. Achieving this will mean that we will also need to increase CPD participation rates.	By completion of this one we will complete the priorities of maximising the number of students who progress confidently and increase the number of good degrees as we cannot influence teaching and learning in the second and third years	This priority ensures effective annual monitoring occurs and UPIC keeps up to date with the way that data needs to be presented to QAA/Academic registry/AAC committee etc. and how to get the most out of that data/evidence	Active and early interventions are essential to achieve the best out of UPIC's students
<b>Theme 1</b>		<b>Theme 2</b>		
<b>Digital Literacy</b>		<b>Assessment and Feedback</b>		
As per the QAA Good Practice Case Study programme (2018) embedding digital literacy has been used as a theme for Higher Education Review and has featured as a topic in the Quality Enhancement Network		This theme feeds into Section B6 of the QAA Quality Code " <i>Assessment of Students and Recognition of Prior Learning</i> ".		

## UPIC College Action Plan

### Teaching and Learning

Issue	Specific Action	Timescale and Review Date	Person Responsible	Success Criteria / Targets	Evidence of Achievement	Monitoring, Evaluation Reporting Arrangements	Progress on Actions and Targets (inclusive of dates)	Individual Actions Complete
<p>To ensure that all students receive high-quality and individualised feedback on assessments, and that this is provided in a timely manner.</p> <p><b>Supports NVT UPE L&amp;T Strategy 2018-2023 Strategic Aims</b></p> <p><b>Supports QAA Quality Code Section Learning and Teaching</b></p> <p><b>Supports UPIC's Priority 1 &amp; 3 and Theme 2</b></p> <p><b>Supports OfS Condition of Registration B1, B2 and B5</b></p>	<p>Regular training workshops for academic staff. Use of the Portal in the induction process</p> <p>Promulgation of Navitas Learning and Teaching training opportunities</p>	<p>On-going throughout the timescale of the action plan</p> <p>Reviewed at the end of each semester</p>	CDP/HOTL	<p>Positive feedback from students and survey data. Progression and retention data</p> <p><b>KPI: Positive Feedback from QAA, External Examiners and University partners</b></p>	Consistent positive feedback from students and external authorities (QAA, External examiners, Plymouth University)	Partnership management meetings (SPMB/AAC) Navitas UK L&TC Navitas UK L&TF	<ul style="list-style-type: none"> <li>On-going process</li> <li>See completed actions in 2015-2018 Action Plan</li> <li>Positive feedback received from two external examiners during Award Boards proceedings in 2018</li> <li>Tutors were provided with a Prevent Strategy Workshop and a Contract Cheating Workshop based on QAA recommendations in January 2018</li> <li>The Contract Cheating Workshop was followed up in July 2018</li> <li>Permanent Staff Tutors and Students have discussed assessment and feedback policy in light of the new QAA Quality code (2019) provision in February 2019; Other workshops will follow in the 201901/201902 semesters</li> <li>The College has a number of New CPRs including a Prevent strategy (CPR M3c) in which we will mirror the University procedures</li> <li>All tutors are encouraged to partake in the new Project TEN PD sessions. A student services officer will also partake and provide in house PD</li> <li>Successful outcomes from QAA and External examiners in 2019</li> <li>New version of Moodle allows the College to move to 100% online submission on Coursework and feedback</li> <li>Feedback and Feedforward provided by test assessment Turnitin submission sites to ensure that QAA guidance in the 2017 Contract Cheating publication on use of Turnitin as a teaching aid is adhered to</li> </ul>	



<p>Provide high quality teaching, learning and assessment opportunities to enable students from a diverse range of backgrounds to thrive</p> <p><b>Supports NVT UPE L&amp;T Strategy 2018-2023 Strategic Aims, point number 1</b></p> <p><b>Supports QAA Quality Code Section Learning and Teaching; Section Student Engagement; Assessment and Feedback</b></p> <p><b>Supports UPIC priority 1 &amp; 3 and Theme 1 &amp; 2</b></p> <p><b>Supports OfS Condition of Registration B1, B2 and B5</b></p>	<p>Ensure tutors have a relevant teaching qualification and are making use of Navitas and in house training opportunities.</p> <p>To partake in peer observations on an annual basis</p> <p>Completion of end of semester tutor forms with and emphasis on the student engagement and best practice sections</p> <p>Observation from management on an annual basis</p>	<p>End of semester review for tutor feedback.</p> <p>Observations on an annual basis</p>	<p>HOCS/HOTL</p>	<p>Increased positive feedback during end of semester surveys for tutors.</p> <p>Increasing the pass rate and the average grade on each module</p> <p>Higher proportion of upper second class and first class degrees from progressed students</p>	<p>Student success rate at Award Boards; annual progression rates; tracer data and graduation data</p>	<p>Through AAC and Tracer data reporting</p>	<ul style="list-style-type: none"> <li>• <b>On-going process</b></li> <li>• <b>Assessment strategies discussed at a QAA Assessment and Feedback workshop in February 2019.</b></li> <li>• <b>UPIC to be more focussed on Student led learning and assessment</b></li> <li>• <b>The College invited permanent staff, tutors and students to workshops discussing Student Engagement, Teaching and Learning and Enabling Student Success. This was in light of the new QAA Quality Code which comes into force in August 2019</b></li> <li>• <b>Teaching strategies passed onto tutors via personal manager observations and peer reviews</b></li> <li>• <b>Online teaching and assessment strategies in place by the end March 2020 for the Colleges COVID-19 Response.</b></li> <li>• <b>Learning and Teaching strategies from Navitas regularly updated and sent to ATS</b></li> <li>• <b>UPIC involved in UoP and Navitas COVID-19 strategic response</b></li> <li>• <b>Blended learning strategies in place and running in September 2020. Students able to access both online and Face to Face sessions</b></li> <li>• <b>2020 Tracer data shows that ex UPIC student have achieved significantly more 2:1 degrees classifications than 2:2s</b></li> </ul>	
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<p>The range of extra-curricular activities organised by College staff</p> <p><b>Supports NVT UPE L&amp;T Strategy 2018-2023 Strategic Aims, point 1&amp;2</b></p> <p><b>Supports QAA Quality Code Section Learning and Teaching and Enabling Student Success</b></p> <p><b>Supports UPIC Priority 2 and Theme 1</b></p>	<p>Monitor and review the breadth of extra-curricular activities in place across the UK College network</p> <p>Facilitate via the Navitas UK L&amp;TF as a platform for the sharing of best practice</p>	<p>Continuous process</p>	<p>CDP/CMT</p>	<p>Increased student satisfaction</p>	<p>Improved student academic performance measured in academic KPIs</p> <p>Improved student satisfaction measured by student satisfaction reports/ISB</p>	<p>Academic KPIs are reported regularly in MER/Quarterly Reports to NVT HQ</p> <p>CTLB monitors outcome of student satisfaction data</p>	<ul style="list-style-type: none"> <li>On-going process</li> <li>To utilise the QAA's definition of Enhancement and allow it to guide the Colleges Enhancement plan and CET meetings (see enhancement plan below)</li> <li>Use of Student Council as mechanism for student suggestions</li> <li>Use of CET to suggest new initiatives</li> <li>Student attendance at CTLB</li> <li>Tutors are to organise various educationally enhancing field trips throughout the semester. Previous trips have included taking students to various hotels, the law courts, a Rocky Shore (biology survey), a railway bridge (engineering students) plus various labs on campus for the Science and Engineering students</li> <li>Tutors to endeavour to schedule trips before week 8 of the semester, unless there is an academic reason not to</li> <li>ILS005 students to visit Wave tank on UoP campus</li> <li>New social media strategy in student engagement being trialled in semester 202001</li> <li>Due to COVID-19 this is now difficult from Semester 2020. College involved in Navitas wide response to this</li> </ul>	<p>Completed</p> <p>Ongoing</p> <p>Ongoing</p>
<p>Provide a safe, inclusive and stimulating learning environment that considers students as equal partners in the educational process</p> <p><b>Supports NVT UPE L&amp;T Strategy 2018-2023 Strategic Aims, point number 2 &amp; 6</b></p> <p><b>Supports priority 2 &amp; 3 and theme 1</b></p> <p><b>Supports OfS Condition of Registration B2</b></p>	<p>Monitor student feedback throughout the semester and ensure that tutors are aware of their duties under this action</p>	<p>End of semester review</p> <p>Continuous throughout semester</p>	<p>HOCS/HOTL</p>	<p>Positive and constructive feedback</p>	<p>Student end of semester feedback</p> <p>Student Council</p> <p>Teaching and Learning Board and CET</p> <p>Increased student success rate</p>	<p>Reported through the CET and T&amp;L boards</p> <p>Analysis of student feedback</p> <p>Annual monitoring process</p>	<ul style="list-style-type: none"> <li>On-going process</li> <li>Students invited to attend QAA workshops</li> <li>Student mentor scheme in place</li> <li>Tutors have been encouraged, through the use of targeted meetings, end of semester feedback and Tutor observations to utilise more student led activities in class</li> <li>Tutors are asked to reflect every semester on their use of Digital Literacy and start bring more of this into the teaching and learning</li> <li>Student input at all levels of College governance</li> </ul>	<p>Ongoing</p>



<p>Create an environment in which students develop skills and confidence for success in academic study, the workplace and in the global community</p> <p>Supports NVT UPE L&amp;T Strategy 2018-2023 Strategic Aims, point number 3</p> <p>Supports the OfS Employability and Skills agenda</p> <p>Supports the QAA Quality Code Chapter Monitoring and Evaluation</p> <p>Supports UPIC Priority 4 and theme 1</p> <p>Supports OfS Condition of Registration B1, B2, B3, B4 and B5</p>	<p>Ensure that UPIC students are able to cope in the wider University and within the workplace once progressed</p>	<p>Annually</p>	<p>HOCS/HOTL</p>	<p>Increased levels of student success on an annual basis</p>	<p>Tracer data for both Modules and Graduation purposes</p> <p>Feedback from UoP</p> <p>Annual Monitoring</p>	<p>Reported through the AAC and where necessary the SPMB</p>	<ul style="list-style-type: none"> <li>• <b>Ongoing process</b></li> <li>• Mentoring available to students for staff and current students</li> <li>• Open door policy so students can get help and advice from staff</li> <li>• Digital literacy and Student led learning a priority which leads on from the February/March QAA Quality Code discussions</li> <li>• The College is investigating ways in which we can bring in more focus on teaching students how to write career based cover letters and personal statements so it doesn't interfere with the teaching of current learning outcomes</li> <li>• Implement a higher drive towards <u>effective</u> independent learning. Students to be made aware of bias within research sources</li> </ul>	
<p>Deliver a personalised and professional support service to students from all backgrounds that will ensure that they are able to access all learning facilities to overcome barriers to success</p> <p>Supports NVT UPE L&amp;T Strategy 2018-2023 Strategic Aims, point number 4</p>	<p>Tutors and front facing staff to be aware of student issues and best practice in dealing with these</p>	<p>Continuous process</p>	<p>HOCS/HOTL/DoMA</p>		<p>Student Satisfaction on the admission and arrival process</p> <p>Student end of semester feedback</p> <p>Comments through student council/CET/T&amp;L boards</p>	<p>Student Council, CET and T&amp;L Board</p> <p>OAG and AAC meeting</p>	<ul style="list-style-type: none"> <li>• <b>Ongoing Process</b></li> <li>• Students able to access extracurricular help in English, Maths and Physics on a weekly basis</li> <li>• Tutors are kept aware of any issues that may affect individual students, both academically and (where appropriate) pastorally</li> <li>• Student and tutor mentoring available to students</li> <li>• New COMPASS programme rolled out to replace the Student in Jeopardy programme. Tutors able to access a Microsoft Teams site that will host a spreadsheet of students at risk in certain, non-sensitive areas</li> <li>• Mitigating circumstances guidelines updated as a response to COVID-19</li> </ul>	



Supports the QAA Quality Code Chapter Student Engagement					Tutor end of semester feedback			
Supports UPIC Priority 5								
Supports OfS Condition of Registration B2								

## UPIC College Action Plan Quality Assurance

Issue	Specific Action	Timescale and Review Date	Person Responsible	Success Criteria / Targets	Evidence of Achievement	Monitoring, Evaluation Reporting Arrangements	Progress on Actions and Targets (inclusive of dates)	Individual Actions Complete
<p>Programme management &amp; monitoring, including new course development</p> <p>Supports NVT UPE L&amp;T Strategy 2018-2023 Strategic Aims, point number 7</p> <p>Supports the QAA Quality Code Chapter Monitoring and Evaluation</p> <p>Supports UPIC Priority 4</p> <p>Supports OfS Condition of Registration B1</p>	<p>Follow College Policies &amp; Regulations for the development of new programmes of study and for expansion of existing programmes</p> <p>Mapping of CPRs against the UK Quality Code</p> <p>Compliance with Navitas UK Quality Manual and College Operations Manual</p>	<p>Continuous process</p> <p>Each programme to be reviewed annually</p>	HOTL/CDP	<p>Improved student academic performance</p> <p>Improved student satisfaction</p>	<p>Improved student academic performance</p> <p>Improved student satisfaction</p>	<p>Partnership management meetings (SPMB/AAC)</p> <p>Navitas UK L&amp;TC</p> <p>Navitas UK L&amp;TF</p>	<ul style="list-style-type: none"> <li>Programmes monitored annually in November</li> <li>HOTL visits academics across the Schools on Campus to ascertain whether T&amp;L is still relevant in the Foundation, First year and Pre HoTLers Programmes and produces an annual report which is sent to the CDP, representatives of the schools and QaSO</li> <li>Any changes to the T&amp;L are communicated to the tutors and the DMDS and Module guides are updated</li> <li>Summary of reports to be completed at end of monitoring period; currently in tabular form. Summary to form part of Partnership Action Grid which feeds into the AAC report</li> <li>Tutors to fill out new end of semester report as per instruction in CPR QS02. Report to be presented to the Teaching and Learning</li> </ul>	Ongoing





							<ul style="list-style-type: none"> <li>board for ratification and rolled out to the tutors at the end of Semester 201601</li> <li>New Monitoring Form approved at Teaching and Learning board and new form rolled out to tutors, requirement to include a signed final gradebook with the form also approved</li> <li>HOTL to update tutors with semester feedback from students</li> <li>Tutors asked to conduct student survey in class by asking students to use their mobile devices to increase survey responses (155 in Semester 201603)</li> <li>New Navitas UPE national survey released to students in February 2020</li> <li>New version of end of semester survey rolled out in semester 202001 will allow students to make more constructive comments</li> <li>Assessment (and other regulations) updated in response to COVID-19</li> <li>Programme review in Autumn 2020 to audit and monitor UPIC response to the COVID crisis</li> </ul>
<p>Use of Originality software by College Tutors and awareness of Contract Cheating</p> <p>Supports QAA Quality Code Section Learning and Teaching and Enabling Student Success</p> <p>Supports UPIC Priority 3, 4 &amp; 5 and Theme 2</p> <p>Supports OfS Condition of Registration B1 and B5</p>	<p>Adoption of Turn-it-in Policy</p> <p>Submission policy for electronic submissions</p>	<p>Policy to be in place in semester 201603</p>	<p>HOTL/ASO</p>	<p>Lessening of plagiarised scripts being presented as final submissions</p>	<p>Tutors using Turnitin for formative and summative submissions</p>	<p>Tutor reporting use through Monitoring reports</p> <p>Moodle checks by College Staff</p>	<ul style="list-style-type: none"> <li>Ongoing from previous CAP</li> <li>Tutors to use Turnitin as an educational tool rather than a proscriptive device</li> <li>Students warned of the consequences of using a contract cheating service from the Induction process and then throughout their enrolments</li> <li>Benefits of not cheating are highlighted to students</li> <li>As per QAA guidance Turnitin is used as a teaching aid rather than a punitive tool</li> <li>Assessments now uploaded online through the Moodle assessment tool with the Turnitin plug in. All assessments now able to be blind marked through this newly available process</li> <li>Final exams now online 'open book' all written exams must be uploaded via Turnitin. To review once COVID crisis is over</li> </ul>





							<ul style="list-style-type: none"> <li>All assessments will remain online for semester 202003. To be assessed in January 2021</li> </ul>	
<p>Continuing Professional Development (Sessional Staff)</p> <ul style="list-style-type: none"> <li>Supports QAA Quality Code Section Learning and Teaching and Enabling Student Success</li> <li>Supports UPIC priorities 2,3 and 4</li> <li>Supports OfS Condition of Registration B1 and B5</li> </ul>	<p>Semester workshop</p> <p>A list of workshop topics has been created to be delivered throughout the academic year</p>	<p>On-going process. Jan-Dec. Review each semester</p>	HOTL	<p>Improved quality in teaching and sessional motivation</p>	<p>Improved feedback on module effectiveness</p>	<p>Module Survey and feedback sheet for tutors after each workshop day</p>	<ul style="list-style-type: none"> <li>Ongoing from previous CAP</li> <li>Current sessions on the New Quality code complete</li> <li>College is looking at setting up tutor led CPD for other tutors, where a member of teaching staff may have completed a training course (Navitas or otherwise) the College will ask that tutor to share the knowledge widely</li> <li>Tutors are asked to complete one Navitas PD session a semester. Student Services Officer taking part in Project TEN to provide in house training</li> <li>Sessions in online grading set up by the HoTL fore semester 202002</li> <li>New CDP sessions on innovative teaching available through Navitas UPE Academic Registry</li> </ul>	
<p>Student Handbook (Study Guide) (Annual Review)</p> <ul style="list-style-type: none"> <li>Supports QAA Quality Code Section Learning and Teaching and Enabling Student Success</li> </ul>	<p>Review and update the current Student Handbook to reflect recent changes in the branding and regulations in the college</p> <p>(Read and highlighted sections that need amending or updating)</p>	<p>Annual review to take place during the 03 semester</p>	HOTL	<p>Revised Handbook to be ready for 01 Semester start</p>	<p>Revised Handbook to be made available</p>	<p>College Teaching and Learning Board/CMT</p>	<ul style="list-style-type: none"> <li>Handbook to be updated for each semester</li> </ul>	Ongoing action



<ul style="list-style-type: none"> <li>• Supports UPIC priorities 1, 2 &amp; 3</li> <li>• Supports OfS Condition of Registration B2</li> </ul>								
<p>UPIC Specific Tutor Handbook</p> <ul style="list-style-type: none"> <li>• Supports QAA Quality Code Section Learning and Teaching and Enabling Student Success</li> <li>• Supports UPIC priorities 2,3 and 4</li> </ul>	<p>Review and update the current Tutor Handbook to reflect recent changes in the branding and regulations in the college</p> <p>(Read and highlighted sections that need amending or updating)</p>	<p>Annual review to take place during the 03 semester</p>	<p>HOTL</p>	<p>New handbook to be ready for 201803 semester</p>	<p>New Handbook to be made available</p>	<p>College Teaching and Learning Board/CMT</p>	<ul style="list-style-type: none"> <li>• Handbook to be updated to reflect updated assessment regulations and the roles of tutors therein in 201803</li> <li>• Handbook updated for 201901</li> <li>• Handbook update for 201903 to include new provisions within the Quality Code</li> <li>• Handbook updated for 202001</li> <li>• Handbook to be updated for 202003 with new attendance monitoring guidelines</li> </ul>	<p>Ongoing Action</p>
<p>Maintain up-to-date governance documentation</p> <ul style="list-style-type: none"> <li>• Supports NVT UPE L&amp;T Strategy 2018-2023 Strategic Aims, point number 7</li> <li>• Supports the QAA Quality Code Chapter Monitoring and Evaluation</li> <li>• Supports UPIC Priority 4</li> </ul>	<p>Ensure that the teaching and learning outcomes in the college successfully map to the learning outcomes on the equivalent degree programmes at PU.</p> <p>Meetings with PU academic staff and UPIC Tutors to ensure that UPIC T&amp;L adequately prepares students for the rigours of University.</p> <p>UPIC tutors required to update T&amp;L when required to do so by the HOTL. This process is informed through the annual monitoring programme.</p>	<p>Annual Monitoring of Programmes.</p>	<p>HOTL</p>	<p>Annual Monitoring Period November - December</p>	<p>All documents signed off by NVT Academic Registry</p>	<p>CTLB/AAC</p>	<ul style="list-style-type: none"> <li>• Ongoing action</li> <li>• All documentation to have new UPIC Logo applied in 201803</li> <li>• New CPRs in circulation including Fitness to Study and Prevent</li> <li>• New NPR/CPRs approved through Navitas and will be available on UPICs website and Moodle pages</li> </ul>	



<p>Manage a programme of Management &amp; Peer review for all academic Sessional Staff</p> <ul style="list-style-type: none"> <li>• Supports QAA Quality Code Section Learning and Teaching and Enabling Student Success</li> <li>• Supports the QAA Quality Code Chapter Monitoring and Evaluation</li> <li>• Supports UPIC priorities 1, 2 &amp; 3</li> <li>• Supports OfS Condition of Registration B1 and B5</li> </ul>	<p>Formulate a strategy to provide meaningful performance feedback in a timely manner for pre HoTLers students engaged on the 1 semester programme</p>	<p>Annually</p>	<p>HOTL/ Tutor staff</p>	<p>Greater level of understanding by pre HoTLers students of their likelihood of academic success</p> <p>Management of expectations</p>	<ul style="list-style-type: none"> <li>• Higher pass rates</li> </ul> <p>Greater student satisfaction</p>	<p>Student feedback</p> <p>End of module questionnaire results</p>	<ul style="list-style-type: none"> <li>• Continuous process</li> <li>• Now undertaken after mid-term exams and for major assignments in other modules</li> <li>• Intention is to extend this formal reporting process to all College provided programmes</li> <li>• Ongoing process</li> <li>• Teaching staff annually observed by HOTL or HOCS a report is written and verbal feedback, advice and recommendations are given to staff within the Semester boundaries</li> <li>• Teaching staff participate in an annual peer review. A short end of semester report to be written by the HOTL discussing the main points raised in the Peer review</li> <li>• All new staff undergo both teaching and peer review in their first semester with UPIC</li> <li>• Relatively inexperienced staff also undergo an informal review within the first two week of teaching</li> <li>• Use information gained to inform staff orientation programme</li> <li>• Use information gained to inform staff development plans</li> </ul>	<p>Ongoing Action</p>

## College Action Plan

### Student Engagement and Student Support

Issue	Specific Action	Timescale and Review Date	Person Responsible	Success Criteria / Targets	Evidence of Achievement	Monitoring, Evaluation Reporting Arrangements	Progress on Actions and Targets (inclusive of dates)	Individual Actions Complete
<p>Effectiveness of the Student in Jeopardy Programme</p> <ul style="list-style-type: none"> <li>• Supports QAA Quality Code Section Learning and Teaching and Enabling Student Success</li> <li>• Supports QAA Quality Code Section Student Engagement</li> <li>• Supports UPIC priority 3 &amp; 5</li> <li>• Supports OfS Condition of Registration B2</li> </ul>	<p>Provide support for those students identified for:</p> <ul style="list-style-type: none"> <li>• Attendance issues</li> <li>• Behavioural issues</li> <li>• Academic shortcomings</li> <li>• U18</li> <li>• Welfare matters</li> </ul>	<p>On-going - To be reviewed at each CTLB and CMT meeting</p>	<p>CTLB/CMT members</p>	<p>Increased student performance</p> <p>Ensure interventions are effective and timely</p>	<p>Academic KPIs</p>	<p>CTLB/CMT</p>	<ul style="list-style-type: none"> <li>• Ongoing Process</li> <li>• SIJ undergoing national review</li> <li>• Compass programme now approved, and the College are taking actions to ensure that the programme is effective in catching students who need extra support and guidance</li> <li>• COMPASS programme now fully in place and operational</li> </ul>	<p>Ongoing Action</p>
<p>The careful recruitment and effective use of agents</p> <ul style="list-style-type: none"> <li>• Supports QAA Quality Code Section Admissions, Recruitment and Widening Access</li> <li>• Supports QAA Quality Code Section Learning</li> </ul>	<p>Agents recruited and contracted through a Navitas centralised process</p> <p>Annual review of agent contracts in conjunction with controlling authority in Australia</p>	<p>Annually</p>	<p>DMA/CDP</p>	<p>Increased student satisfaction</p>	<p>Positive feedback from Navitas source county offices</p> <p>Positive student feedback (survey data)</p>	<p>Monitored by Navitas at a Group level through Salesforce reports</p>	<ul style="list-style-type: none"> <li>• Ongoing Process</li> <li>• The College will be looking at the new Admissions Guidance from the QAA closely and working towards being in line with the guidance contained therein</li> <li>• QAA Guidance on Admission and Widening Participation will be reviewed by staff and students in 201903</li> </ul>	



<p>and Teaching and Enabling Student Success</p> <ul style="list-style-type: none"> <li>• Supports QAA Quality Code Section Student Engagement</li> <li>• Supports UPIC Priority 3</li> </ul>					<p>Successful scrutiny of applications for study</p> <p>Improved student arrival statistics</p> <p>Decreased visa rejection statistics</p>			
<p>Ensure attendance monitoring is effective</p> <ul style="list-style-type: none"> <li>• Supports QAA Quality Code Section</li> <li>• Supports QAA Quality Code Section Student Engagement</li> <li>• Supports the QAA Quality Code Chapter B8 Programme Monitoring and Evaluation</li> <li>• Supports UPIC priorities 1, 2, 3 and 5</li> <li>• Supports OfS Condition of Registration B2</li> </ul>	<p>Students to attend &gt;85% of taught sessions</p>	<p>Weekly</p>	<p>SSC/HOTL</p>	<p>Increased student attendance</p>	<p>Increase in average student attendance</p> <p>Relative increase in student grades</p>	<p>Navigate bookings checked on a weekly basis throughout the semester</p> <p>Reported to the T&amp;L Board</p>	<ul style="list-style-type: none"> <li>• Ongoing Process</li> <li>• Weekly process in place to check bookings via Navigate</li> <li>• Weekly updates sent to UKVI compliance</li> <li>• New attendance monitoring programme in place to consider blended learning approach and geographical placement of students</li> </ul>	

## College Action Plan

### QAA

### Quality Code Mapping 2019

Core Practice Example	How is the College currently meeting this?	Action	Progress on Action(s)
<p>Courses are well-designed, provide a high-quality academic experience for all students and enable a student's achievement to be reliably assessed</p>	<p>Courses are designed with input from academic staff, College staff, University staff and students. They consider novel and up to date methods of assessing learning outcomes and are focused upon student enhancement and student engagement in the classroom. Assessments across the programme are varied and well designed so that not only learning outcomes are assessed. The College will also ensure that English language skills are tested and the assessments (both formative and summative) prepare students for transition into the Partner University</p>	<p>The College and the Head of Teaching and Learning will continue to ensure that academic tutors are exposed to the Navitas Learning and Teaching CPD and that best practice amongst tutors is shared as a matter of course.</p> <p>Sharing of best practice can be done at the peer observation stage or can be as a separate PD session set up in the College</p>	<p>Tutors have been encouraged to partake in project TEN (Teaching Excellence in Navitas) and have been asked to sign up to one PD session a semester. College services staff also partaking so in-house PD can be provided</p>

**Expectations for standards: The academic standards of courses meet the requirements of the relevant national qualifications framework. The value of qualifications awarded to students at the point of qualification and over time is in line with sector-recognised standards.**

Core Practice	How is the College currently meeting this?	Action	Progress on Action(s)
<p>The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.</p>	<p>The College works closely with the Faculties and Schools in the partner University and meets academic and administrative staff on a regular basis (either individually or in a formal setting) where the standards of teaching and learning are discussed and whether there are gaps in knowledge that the College needs to fill. The Colleges First Year and pre-HoTLter’s pathways are moderated by the University and externally examined. The Foundation pathways are discussed during the annual monitoring sessions and during formal meetings with the Faculty of Science and Engineering. The College also ensures that the QAA Subject Benchmarks are all up to date and available to all staff and students through its Moodle site.</p>	<p>Continue to ensure that the subject benchmarks are up to date and shared with the staff and students.</p> <p>Ensure that University expectations in teaching and learning are acted upon swiftly</p>	<p>The HOTL continues to meet with academic staff in the University to discuss teaching and support strategies, particularly within the integrated pathways</p>





<p>The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers</p>	<p>UPIC do not make any awards or qualifications to our students. However, UPIC students are prepared for the rigours of further academic study through good use of digital literacy methods in the classroom, use of the ‘flipped classroom’ techniques and tutoring students regarding organisation and prioritisation skills. Students are taught research skills within classroom settings and are often asked to research a topic and teach the class in the next session. Students are also taught to produce high level and professional presentations (both PowerPoint and Poster) and how to produce reports that are cited correctly throughout.</p>	<p>Continue to enhance the flipped classroom approach with the tutors by use of video tutorials on Moodle</p> <p>Online teaching to use same approach to teaching</p>	<p>Two tutors have been asked to trial the Video approach in Semester 201903. Flipped classroom approach already widespread in the teaching and learning strategy of the College.</p> <p><b>Blended learning approach now in place for semester 202003</b></p>
<p>Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.</p>	<p>The College is overseen by Academic Partnerships (AP): a Directorate of the University which oversees the activities of all its partner Colleges to ensure adherence to academic standards and quality. AP staff attend the College the end of semester boards to ensure adherence to Academic Regulations and fairness in our decision making occurs. We also ensure that external examiners are involved fully in the process. The College is overseen in this regard by the Academic Advisory Committee which is chaired by the University and where all matters relating to academic quality are discussed and approved.</p>	<p>Ensure that the College is kept up to date with changes in University policy and regulations so that UPIC students are assessed under the same regulatory regime as University of Plymouth Students</p> <p>Ensure good communication to Academic Partnerships and the University Quality Office outside of formal meetings and</p>	<p>UPIC Academic Regulations are updated in line with University policy on an annual basis. There are good levels of communication between the Head of Teaching and Learning and the University quality office.</p>

		make sure that UPIC are represented on Key University Committees (e.g. Prevent)	
The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.	Where appropriate assessments, content and coursework/examination scripts are externally examined, and a report is written both for the College and the partner university. Our grade classification processes are based upon those of our partner University and the marking schemes are made available to students on each Module page.	New External examiners need to be appointed for the award boards in January 2020	Pre Masters examiner has applied for a one year extension.  UPIC have had six applications to take on the level 4 provision  New External examiner for Level 4 now in place  Navitas also externally examine English and Maths provision in the College
<b>Common Practice</b>	<b>How is the College currently meeting this?</b>	<b>Action</b>	<b>Progress on Action(s)</b>
The provider reviews its core practices for standards regularly and uses the outcomes to drive improvement and enhancement.	Yes  All programmes and modules are reviewed on an annual basis through meetings with University academic staff, college teaching staff and students. End of semester surveys feed into this process as well	Continue to update the College Action Plan where relevant.  Add this mapping exercise to the current College Action Plan (2018-2021) so that OfS	College action plan last updated on the 8 <sup>th</sup> October 2020  HOTL currently preparing for the 2020 periodic review

<p>and reports, including actions that will improve and enhance all aspects of the programmes, are written and submitted to academic partnerships and the Navitas academic registry.</p> <p>The College has produced a new Action Plan for the years 2018-2021 and this is updated on a regular basis and highlights where the College is meeting the expectations of the QAA, OfS and its own priorities and themes.</p> <p>Modules are also reviewed on a semester basis by the tutors and they are able to suggest small changes to assessments and content to the Head of Teaching and Learning throughout the year.</p>	<p>mapping actions can be reviewed and progress updated on a regular basis</p> <p>Head of Teaching and Learning to review the Annual Monitoring Process to ensure that is still robust and fit for purpose.</p> <p>Ensure that the curriculum is reviewed on a regular basis. This review will form part of the Periodic Review by the partner University the College is undergoing in 2019/2020</p>	<p><b>HOTL Currently looking at Annual Monitoring of programmes to assess UPIC approach to the pandemic</b></p>
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**Expectations for quality:** Courses are well-designed, provide a high-quality academic experience for all students and enable a student’s achievement to be reliably assessed. From admission through to completion, all students are provided with the support that they need to succeed in and benefit from higher education.

Core Practice	How is the College currently meeting this?	Action	Progress on Action(s)
<p>The provider has a reliable, fair and inclusive admissions system.</p>	<p>UPIC ensures the reliability of its Admissions system through close collaboration of the in-college Admissions Coordinator with the Navitas central Admissions and Recruitment Centre (ARC) and the University’s International Admissions team on matters of principle and practice and on individual cases.</p> <p>The fairness of the Admissions system is ensured through the application of a detailed set of by-country admissions requirements which are regularly checked against the admission requirements of the partner university and of other providers. The use of tracer data for students admitted also allows us to relate entry levels to student performance and adapt accordingly. The inclusivity of the Admissions process is ensured through the cross-referencing of all by-country entry requirements to ‘A’ Levels and other national systems, to ensure equity of access to opportunity for students of all backgrounds.</p>	<p>To ensure that student engagement starts when prospective students open the UPIC website for the first time. Also, to make sure that the information provided to prospective (and current) students is up to date, honest and transparent.</p> <p>Also, the College will ensure that it is up to date with the needs of the new Navitas ‘Parachute’ initiative and College student services and marketing are already working closely on this</p>	

The provider designs and/or delivers high-quality courses.

The Partner University and the external examiners are agreed that the colleges pathways are designed and delivered to a high quality. This is evidenced through the annual tracer data which shows that alumni students fair equally as well as Home/EU students and that the levels of good degrees classifications (1<sup>st</sup> Class and 2:1) have steadily risen over the years as teaching and learning initiatives to combat what was once seen as an issue take effect.

The College constantly monitors its provision and requires tutors to feedback to the Management team on a semesterly basis, in particular tutors are requested to state what their plans are for Teaching and Learning if they have achieved a less than 85% success rate in their module(s). This is then reflected in the teaching.

The College always takes note of student comments and concerns that are raised in either the end of semester surveys or one of the College internal committee meetings. We are also in constant dialogue with academic staff at the partner University and consider ourselves to be flexible enough to make small changes to module provisions if feedback from the University suggests that need.

Head of Teaching and Learning to review the Ends of Semester Survey to see if it can be shortened and made more relevant to the student experience. This was an action that came out of the Colleges QAA sessions and is ongoing.

This will need input from the Academic Registry

	<p>The College conducts an end of semester survey for students to respond to anonymously. As this is an online survey the tutors are required to set aside time in the classroom to ask students to complete the survey. This has led to an increase in the number of responses every semester and therefore allows the college to form a much more coherent view on the students views on the quality of the teaching and learning and engagement. Action is taken where constructive comments by students are made regarding either the design or the delivery, particularly where the comments are negative.</p>		
<p>The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.</p>	<p>All modules are covered by teaching staff with experience in teaching specific subjects either in external education systems (such as schools and further education colleges) or with the partner University. Several tutors teach similar modules at the partner University and can target specifically the areas that Foundation and First year students need to know, both in terms of academic studies and transition preparation.</p> <p>All tutors are regularly encouraged to take part in the Navitas Learning and Teaching CPD and the College encourages tutors to sign up to at least one per semester, on top of the College provided sessions.</p>	<p>Continue to encourage Tutor participation in the PD sessions set up by Navitas including the Micro PD sessions.</p> <p>Require tutors to share this information during peer observation sessions and detail the Navitas CPD session that have been completed on their end of semester reflective feedback form</p>	<p>See above for update</p>



	<p>The tutors are also then asked if they would like a session set up to share this knowledge to other tutors and a way of sharing best practice within the College.</p> <p>The Head of Teaching and Learning observes all tutors on an annual basis to ensure that students are receiving a quality experience. The manager and the tutor then meet to discuss engagement and teaching strategies that can be used to enhance the student experience.</p>		
<p>The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.</p>	<p>UPIC uses the partner University's facilities for most of its teaching and learning needs and has a few rooms that are allocated for our own use so that we can easily reschedule sessions if the need arises (e.g. to cover tutor illness). The student services team delivers a high-quality experience for all of our students, as evidenced from feedback that we get from national and global surveys</p>	<p>Encourage students and tutors to inform the College when facilities provided by the University are below par. This can be done at the student or tutor induction/orientation stages</p> <p>Ensure that student and tutor representatives are invited to the Operational Advisory Committee so that issues can be discussed directly with University staff</p> <p>Ensure that there is UPIC Management representation</p>	<p>UPIC students represented at all levels of governance.</p> <p>University facilities discussed at College Committee meetings as well as the OAG</p>



		<p>on University committees such as Prevent, English Language Requirements and Compliance</p>	
<p>The provider actively engages students, individually and collectively, in the quality of their educational experience.</p>	<p>Students are involved and consulted throughout their time at UPIC. The College has an active student council and the members of the council are involved in the twice a semester College Enhancement Team and the Teaching and Learning Board Meetings. The College also, recently, held a series of sessions discussing how the college can meet the provisions within the new QAA Quality code and students (and tutoring staff) were invited and played an active part. The College also invites a student representative to its strategic committee meetings with the University (e.g. The Academic Advisory Board, the Operational Advisory Group and the Strategic Partnership Management Board). We have also invited alumni students to return for informal meetings to discuss transition into the University and alongside any general thoughts on how the College can improve its engagement process.</p>	<p>Ensure that students are involved in all levels of discussion and that their voice is heard.</p> <p>Set up follow up QAA sessions so that other (new and existing) students can add to the process of developing the educational experience</p>	<p>Follow up QAA quality code sessions planned for semester 201903</p> <p>Students involved in Navitas Academic Board</p>



<p>The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.</p>	<p>The College has embraced the updated complaints and appeals policy published by Navitas in 2018, this policy is hosted on each of the module pages on Moodle and is available as a hard copy on the Colleges notice board. All of the Colleges current policies are also available on our main website.</p> <p>In communications with students regarding areas of contention the right to complain or appeal is always highlighted. We also make it clear that once all College/Navitas routes are exhausted the student has the right to appeal to the Office of the Independent Adjudicator</p>	<p>Ensure that the complains and appeals process forms part of the student induction and orientation</p> <p>Make sure that students are aware of all their rights under the Office of the Independent Adjudicator (OIA)</p> <p>Key staff to attend OIA training sessions and workshops</p>	
<p>Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them</p>	<p>Although the College works in Partnership with the Partner University the bulk of the teaching and learning, and the academic experience is provided directly by the College. The exception to this is the First year of the Integrated programmes in architecture, science, engineering, and in one case, business, which is taught, almost in its entirety, by the University. In order to ensure quality is maintained the College formally meets, on a bi-annual basis, with academics and senior administrators from the Faculty of Science and Engineering, Faculty of Medicine and Dentistry and the Faculty of Health Professions. This meeting</p>	<p>Monitor the use of the mentoring sessions to ensure that it is used by students who need it, not just by the students who are expected to turn up</p>	<p>Mentoring will be monitored for attendance in 201903 and 202003. Though face to face mentoring is in a more limited capacity due to the COVID response</p>



	<p>discusses these courses and the students on them and whether there is anything extra that can be done to enhance the student experience from either the College or the University. For instance, an initiative to push attendance at personal tutor sessions came from these meetings and had a large effect on student outcomes. Students on integrated courses also have access to four hours a week targeted mentoring, from a tutor who will have taught them in their Foundation year,</p>		
<p>The provider supports all students to achieve successful academic and professional outcomes.</p>	<p>The College is proactive in identifying students who may need subject specific support early in the student's educational journey through use of diagnostic testing. Students with English and maths (and physics) problems are encouraged to use the free drop in clubs to improve these academic areas.</p>	<p>Continue to use the Student in Jeopardy programme and require tutors to inform the College, at the earliest opportunity, if there are academic concerns regarding individual students</p>	<p>Student in Jeopardy programming undergoing a national overhaul;</p> <p>Compass programme now approved and the College are discussing new processes to ensure all students can receive needed support and Guidance</p> <p>College has rolled out a trial on Student Engagement through use of Social Media</p>

Common Practice	How is the College currently meeting this?	Action	Progress on Action(s)
<p>The provider's approach to managing quality takes account of external expertise.</p>	<p>The College is overseen in a number of respects by the Partner University and by External Examiners. The Head of Teaching and Learning meets regularly with his counterparts on University Campus and seeks advice (where appropriate) from the Navitas Academic Registry. Quality initiatives are driven primarily through the provisions held within the QAA quality code and by advances in technology and teaching methods which constantly feed into our College themes of Assessment and Digital Literacy, which are set out in our Action Plan.</p>	<p>Continually review how the College uses the external examiner. Ensure that the Pre-masters examiner is invited to the College to meet with students and staff and is given 'supervised' access to the Moodle pages.</p>	<p>Pre Masters examiner has now visited the College and commented favourably on the use of Moodle by academic staff</p> <p>Level 4 external due to visit the College in March 2020</p>
<p>The provider engages students individually and collectively in the development, assurance and</p>	<p>Students are currently involved at all levels of College governance and have been actively involved in the two main College committees (CET and T&amp;L Board) since their inception. These committees discuss</p>	<p>An action from the QAA sessions was to set the Student Council a project that they could complete that would aid</p>	<p>New student council project will be set when council reconvenes in semester 201903</p>

enhancement of the quality of their educational experience.

student enhancement and engagement as a core part of their respective agendas and actions arising from these committees are swiftly acted upon. We also involved the students in four meetings regarding the provisions contained within the new quality code and have already implemented several of the ideas and initiatives that were raised and agreed at these meetings. These included increasing the amount of 'flipped classroom' teaching that was occurring in the college, and encouraging tutors to use videos in this regard as well, to setting the online end of semester survey earlier so that students would be able to see the changes to modules if any were required and approved.

The College also invites alumni students to chat with the Head of Teaching and Learning so that the transition process can be improved (if necessary) and that the College remains up to date with what is required, from a student perspective, in the University. One outcome from this was that the College requested a tutor to focus more on teaching a statistics package on the Economics pathway.

The College has a very active student council who are involved in all the committees and other sessions and

the College in the overall quality and student engagement that would report back to the College Teaching and Learning Board and the College management Team.

As a new student council is being elected this action will be passed on.

has recently promoted the idea of a student president.

In judging whether a provider is delivering successful outcomes for all of its students, which are recognised and valued by employers and/or enable further study, material that the OfS may consider includes:

a. A range of student outcomes indicators, broken down to show outcomes for students with different characteristics that include, but are not limited to:

<p>i. Student continuation and completion rates.</p>	<p>The College reviews it's continuation rates (in terms of retention and progression) on a semester basis and reports this to the Academic Advisory Committee as part of the semester report. This data is also supplied to the Navitas Academic Registry and forms part of the UPIC annual report for Navitas and the University of Plymouth.</p>
<p>ii. Degree and other outcomes, including differential outcomes for students with different characteristics.</p>	<p>All outcomes from Graduate outcomes to modules pass rates (including the number of referrals and repeats) are included in the annual Tracer Report which is produced for the Navitas Academic Registry and the Academic Advisory Committee from data supplied by the partner University. The Tracer data compares ex UPIC students with student who are Domestic (Home/EU) and who are direct entry overseas students. It is broken down into an overall data set, individual faculties and schools and, in the case of module data, each year of study is also analysed.</p>
<p>iii. Graduate employment and, in particular, progression to professional and managerial jobs and postgraduate study.</p>	<p>It is extremely difficult for the College to monitor graduate employment where our alumni spend two years at University before graduating and then often gain employment in their home countries, However, we are aware</p>

that several our students (particularly in Science and Engineering) have taken and completed HoTLters degrees either at the University of Plymouth or elsewhere

89 b. Any other information from employers and others about the extent to which a provider's qualifications are recognised and valued.

The College does not award any qualifications as this is the sole right of the partner University and as stated in the previous answer the bulk of our alumni return to their home countries for employment where the recognition of a degree qualification may vary from country to country and be different from the recognition of a degree's value in the UK

### College i-graduate International Student Barometer Action Plan

Navitas College : PUIC College Director/Principal: Peter McDonnell						
	More than 10% below benchmark		6-10% below benchmark		Above benchmark	
<b>OVERALL SATISFACTION</b>						
IsB Questions	Benchmark Navitas UK ISB	College Result	Action	Staff Responsible	Deadline	Update for L&T Committee
Recommendation	78%	90.9%	Continued provision of a quality education alongside a trustworthy support mechanism	PB/DJ	Ongoing	
Satisfaction Overall	86%	90.6	Use end of semester surveys to identify areas of dissatisfaction in L+T; ensure welcoming and family like environment continues throughout the College	DJ/ Student Services Team	Ongoing	



Arrival Overall	85%	91.1%	Semester review of New Students arrival survey	FM/DK	Week 2 of each semester	
Learning Overall	90%	95.5%	Ensure teachers are continually improving and employing enhancement and engagement techniques.	DJ	Ongoing	
Living Overall	88%	88.2%	Sustain good practice	PB/DK/TTJ	Ongoing	
Support Overall	89%	90.6%	Ensure that Student Services continues to provide a support mechanism that students can trust to be effective	DK	Ongoing	

Please complete each of the sections above for **OVERALL SATISFACTION**.

<b>LEARNING SATISFACTION</b>						
IsB Questions	Benchmark Navitas UK ISB	College Result	Action	Staff Responsible	Deadline	Update for L&T Committee
Language support	94%	96.3	Promotion of Free English club and campus English language services	DJ/module tutors	Ongoing throughout semester	
Instructors' English	93%	94.6	Regular Management and Peer observation	DJ	Week 8 of each semester	
Marking criteria	89%	94.4	Generic marking criteria hosted on each Moodle page. Specific criteria per module produced and explained by tutors	DJ and module tutors	Week 2 of each semester	
Assessment	91%	97.1	Assessment strategies reviewed on a semester basis. Taking into account QAA guidance of a mix of assessments	DJ and module tutors	Week 2 of each semester	

Career advice from academic staff	80%	83.3				
Course content	89%	89.2	Assessed through Annual Monitoring with UoP Business School and the Faculty of Science and Engineering Forum	DJ and UoP Link Tutors	November	
Size of classes	89%	89.2	Navitas led criteria			
Teaching expertise	91%	94.6	Tutors continue to be approved by UoP			
Teaching ability	90%	94.3	Assessed though annual management and peer observations, alongside student end of semester survey	DJ		
Online library	92%	97.3	UoP			
Physical library	94%	97.2	UoP			
Laboratories	91%	95	UoP			
Multicultural	95%	97.3				
Course organisation	89%	86.5	Assessed through Annual Monitoring with UoP Business School and the Faculty of Science and Engineering Forum	DJ/ UoP Link Tutors	September Semester	
Feedback on coursework	89%	97.2	Continued good practice (as evidenced through external examiner reports)	PUIC Tutors/DJ	End of Semester Boards	
Quality classes	91%	94.4	Ensure tutors are up to date with content and employ enhancement and engagement techniques alongside digital learning	PUIC Tutors/DJ	Week 2 of each semester	

Technology	88%	97.3	Generally UoP Supplied. Encourage tutors to embrace digital technology and to build digital literacy into taught sessions	PUIC Tutors/DJ		
Virtual learning	93%	97.1	See above.			
Work experience	83%	84.4				
Help from academic staff	90%	94.6	Continued good practice	PUIC Tutors/DJ		
Learning that will help to help to get a good job	86%	91.4				
Learning to help in further studies at <host university>	93%	-				
Theatres and classrooms	88%	91.9	UoP			

Please review scores in individual areas of **LEARNING SATISFACTION** and include any notable actions that you are taking in individual areas.  
Note: It is not necessary to produce an action for each comment.

<b>LIVING SATISFACTION</b>					
IsB Questions	Benchmark Navitas UK ISB	College Result	Action	Deadline	Update for L&T Committee
Accommodation access	86%	87.5			
Financial support	72%	64.3			
Good contacts	86%	90.6			



Good place to be	92%	93.9	Continue providing a trustworthy and family like environment	Ongoing	
Host culture	88%	93.8	UoP		
Campus buildings	91%	93.9	UoP		
Campus environment	92%	90.3	UoP		
Social activities	88%	93.3	Student led and College led social events		
Safety	93%	97	UoP		
Social facilities	89%	96.7	UoP		
Sport facilities	85%	82.1	UoP		
Worship facilities	87%	85.7	UoP		
Quality of accommodation	82%	80.0	Continued liaison with accommodation provider	Ongoing	
Cost of accommodation	67%	74.2	Continued liaison with accommodation provider	Ongoing	
Cost of living	73%	75.8	N/A		
Opps to earn money while studying	75%	78.3			

Internet access at my accommodation	82%	80.6	Continued liaison with accommodation providers	Ongoing	
Making friends from my home country	85%	73.3	Student led and College led social events	Ongoing	
Making friends from this country	79%	90	Student led and College led social events	Ongoing	
Making friends from other countries	92%	97	Student led and College led social events	Ongoing	
Transport links between study locations	85%	88.9	External Stakeholders		
Transport links to other places	88%	91.7	External Stakeholders		
Immigration and visa advice	91%	96.2	Continued liaison with International Student Advice service on Campus	Ongoing	
Eco friendly attitude	95%	96.9	UoP		

Please review scores in individual areas of **LIVING SATISFACTION** and include any notable actions that you are taking in individual areas. Note: It is not necessary to produce an action for each comment.

<b>SUPPORT</b>						
IsB Questions	Benchmark Navitas UK ISB	College Result	Action	Staff Responsible	Deadline	Update for L&T Committee

Accommodation office	89%	-				
Disability Support	91%	-				
Health centre	91%	81	Health centre run on campus by External GP surgeries. Continuing to be a topic of debate in OAG meetings	PB/DJ	Ongoing	
Residential assistants	90%	-				
International office	96%	-				
IT support	97%	-				
Personal Tutors	96%	-				
Institution accounts	92%	-				
Student advisory services	94%	100	Plymouth University			
Counselling service	94%	-				
Careers advisory service	95%	-				
Muti-faith provision	94%	-				
Student's union	99%	100	Plymouth University			
Campus eating places	87%	90.9	Plymouth University			

Institution clubs/societies	96%	94	Liaise with SU. Make student more aware of SU clubs and societies. Especially in Fresher's week	TTJ	Ongoing	
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Please review scores in individual areas of **SUPPORT** and include any notable actions that you are taking in individual areas. Note: It is not necessary to produce an action for each comment.

University Programme Division (UPD)

University of Plymouth International College

UPIC

College Enhancement Plan 2018/2021



# Scope of the Enhancement Plan

## The Application of the Enhancement Expectation

The Quality Assurance Agency (QAA) defines enhancement as:

*'Deliberate steps [that] are being taken at provider level to improve the quality of students' learning opportunities'.\**

The Higher Education Review goes on to suggest that this definition advocates a particular approach within which lies 'strategy and initiative'. The QAA have published a model through which this can be achieved and this is detailed within the four bullet points below\*:

- *robust information is systematically generated by students, external examiners and stakeholders. This information is not necessarily reflective of a deficit in the quality of provision, but is as part of routine quality assurance procedures designed to enable useful feedback*
- *this information is systematically considered at provider level as part of the oversight of higher education at the provider*
- *this consideration identifies good practice and opportunities for further improvement. It informs the development of initiatives at strategic level*
- *these initiatives result in actions that positively impact on the quality of student learning opportunities*

This definition and model will be instrumental in guiding the UPIC College Enhancement Plan and the agenda for the College Enhancement Team meetings.

\*Annex 2 of Higher Education Review: A handbook for providers

## Purpose

The UPIC College Enhancement Plan focuses on key objectives to be delivered through 2015/16 that will enhance the student experience through the orientation, enrolment and general service provision (academic and support) through the student lifecycle.

## Key Concept

To enhance the student experience for students registered on University degree pathways at UPIC/Plymouth University.

## Areas for Enhancement

**Arrival, Orientation and Enrolment**

**Accommodation Services**

**Support Services**

**Academic Services**

**Relationship Management**

## Focus

To enhance the student experience the plan focuses on the 'Must Do' deliverables during the current calendar year under the key areas of enhancement.

# Our Strategies for Enhancement, Tactics and KPIs

**Strategy One:** Arrival, Orientation and Enrolment

To improve the student experience for new students on arrival at the College

Supports NVT UK L&T Strategy 2013 – 2018 item 1 – Student Experience

Excellent Student Satisfaction

Tactic	KPIs
<ul style="list-style-type: none"> <li>• To monitor, support and enhance the service provided to students by Navitas appointed agents</li> <li>• Ensure efficient and effective communication with new students to support their arrival in the UK and onward travel from entry point to the College</li> <li>• Implement and effective and enjoyable orientation process that supports and settles all students on arrival in Plymouth</li> <li>• Implement effective and efficient enrolment processes to reduce unnecessary waiting time and queues on arrival</li> <li>• To introduce a post arrival, orientation and enrolment survey</li> <li>• To review the arrival, orientation and enrolment processes through the College Enhancement Team</li> </ul>	<ul style="list-style-type: none"> <li>• Improving performance in student satisfaction ratings of agent services of 80% plus.</li> <li>• Improving performance in student satisfaction ratings of arrival services of 80% plus.</li> <li>• Improving performance in student satisfaction ratings of orientation processes of 80% plus.</li> <li>• Improving performance in student satisfaction ratings of enrolment processes of 80% plus.</li> <li>• To review the effectiveness of the operation of the College Enhancement Team and the feedback mechanisms on arrival, orientation and enrolment processes.</li> </ul>

**Strategy Two: Accommodation Services**

To provide high quality, safe and secure accommodation at an affordable price

Supports NVT UK L&T Strategy 2018-2021 item 3 and College priority 3 – Student Experience

Excellent Student Satisfaction

Tactic	KPIs
<ul style="list-style-type: none"> <li>• Ensure efficient and effective communication with new students to support their placement in safe and secure accommodation on arrival in Plymouth and support onward enrolment at the College in accordance with the compliance regime</li> <li>• To review and improve the information available to prospective students on accommodation services provided by the College</li> <li>• To control communication on accommodation services to ensure ownership remains with the College</li> <li>• To continuously review the effectiveness and operating processes of the agreement with Clever Student Lets</li> </ul>	<ul style="list-style-type: none"> <li>• Improving performance in student satisfaction ratings of accommodation services of 80% plus</li> <li>• Positive feedback from stakeholders (students, parent, agents)</li> <li>• College accommodation web pages to be reviewed and updated by 201403</li> <li>• To meet with Clever Student Lets representatives as required to ensure a positive experience for students placed in their managed accommodation</li> <li>• Improving performance in student satisfaction ratings for accommodation services of 80% plus.</li> </ul>

### Strategy Three: Support Services

To improve the support services provided to students to enhance their learning and wider experience whilst enrolled at the College

Supports NVT UK L&T Strategy 2018-2021 items 2, 3, 4, 5 & 6 and College priority 1, 3 and 5 – Student Experience  
Excellent Student Satisfaction

Tactic	KPIs
<ul style="list-style-type: none"> <li>• Identify and fill gaps in the student experience related to support services</li> <li>• To review and enhance the Student in Jeopardy Programme</li> <li>• To review and enhance front line (reception and 24/7 emergency phone) response levels</li> <li>• To improve the range of extra curricula activities</li> <li>• To review and enhance the support of students under 18 years of age</li> </ul>	<ul style="list-style-type: none"> <li>• Improving performance in student satisfaction ratings of support services of 80% plus</li> <li>• To provide an update report each semester (to be submitted to the AAC) on the effectiveness of the SIJP process, inclusive of Academic and Support Services (Wellbeing, U18 support processes).</li> <li>• Improving performance in student satisfaction ratings of extra-curricular activities of 80% plus.</li> </ul>

### Strategy Four: Academic Services

To improve the academic services provided to students to enhance their learning and teaching experience whilst enrolled at the College

Supports NVT UK L&T Strategy 2018-2021 items 2, 3, 4, 5 & 6 and College priority 1, 2 and 3 – Student Experience  
Excellent Student Satisfaction

Tactic	KPIs
<ul style="list-style-type: none"> <li>Identify and fill gaps in the student academic experience</li> <li>Use student feedback to inform the College Action Plan</li> <li>To review the effectiveness and operating processes of the College Enhancement Team</li> <li>To review the processes and outcomes from the peer and staff observation processes</li> <li>To implement module action plans when pass rates fall below 75% as agreed at the academic staff meeting</li> </ul>	<ul style="list-style-type: none"> <li>Improving performance in student satisfaction ratings of teaching of 80% plus</li> <li>Improving performance in retention rates of 85% plus</li> <li>To update the current Teaching &amp; Learning Action Plan regularly</li> <li>To close action items agreed at the College Enhancement Team meetings</li> <li>Improving performance in module pass rates of 80% plus.</li> </ul>

## Strategy Five: Relationship Management

To foster good relations with our University partner in order to enable the delivery of an excellent student experience

Supports NVT UK L&T Strategy 2018-2021 items 2, and College priority 2 Student Experience  
Excellent Student Satisfaction

Tactic	KPIs
<ul style="list-style-type: none"> <li>Liaise with International Student Advisory Services to ensure students receive a positive experience when seeking advice and through the visa renewal service</li> <li>Liaise with Plymouth University Admissions, Student Records and Compliance Managers Service to ensure the principles outlined in the Single Visa Partnership agreement become standard operating process</li> <li>Proactively engage with University senior management to ensure successful outcomes in accordance with the requirements of the RAA</li> <li>Interact with appropriate regulatory and other external bodies (e.g. UUK, UKVI, QAA, UKCISA, Study UK etc.)</li> </ul>	<ul style="list-style-type: none"> <li>Improving performance in ISAS student satisfaction ratings of 80% plus</li> <li>Maintain 100% reporting requirements as required as a Branch under the University licence</li> <li>Successful review outcomes as per the requirements of the RAA</li> <li>Successful outcome against action plan for educational oversight as submitted to the Quality Assurance Agency (QAA).</li> </ul>

**Nomenclature:**

- AAC Academic Advisory Committee (meeting with Plymouth University - Academic Standards)
- CDP College Director/Principal (Peter McDonnell)
- CET College Enhancement Team (Dr David Jones; Drew Kearney; Melissa Olugbemiga; Philippa Spottiswoode; Beverly Mellor; Student Representatives)
- CMT College Management Team (Peter McDonnell; Tim Gutsell; Paddy Beegan; Dr David Jones)
- CTLB College Teaching & Learning Board (Peter McDonnell; Paddy Beegan; Dr David Jones; Melissa Olugbemiga; Philippa Spottiswoode; Christopher Stafford; Student Representatives)
- HOTL Head of Teaching and Learning (Dr David Jones)
- HOCS Director of Academic and Student Services (Paddy Beegan)
- SSC Student Services Coordination (Drew Kearney)
- SPMB Strategic Partnership Management Board (meeting with Plymouth University – Strategic partnership matters)