

University of Bradford Quality Assurance Agency (QAA) Higher Education Review 2014

Action Plan as agreed by the University Senate, Learning and Teaching Committee, and UBU Executive September 2014

March 2015 Update

The QAA Report includes features of good practice, specific recommendations and also the 'affirmation' of certain actions that were already under way at the time of the review.

Feature of Good Practice; Recommendation; Affirmation		Action agreed	Lead	Progress Review Date	Sign-off date
Features of Good Practice					
1	<i>The institutional commitment to working with regional employers to embed employability in the undergraduate and post graduate taught student experience (B4, Enhancement)</i> <i>Report Paragraph: 2.67</i>	1.1 Development of the new University Strategy - Business Engagement and Employability sections 1.2 Further develop the University's strategic approach to Business Engagement 1.3 Further develop the University Curriculum Framework to include Postgraduate Taught and Post Graduate Research Programmes 1.4 Develop and implement the Higher Education Achievement Record (HEAR) 1.5 Newly established UBU Democracy and Development Role to include responsibility for employability 1.6 Ongoing implementation and monitoring of the:	Deputy Vice-Chancellor [Operations]	December 2014 June 2015	June 2015

		<ul style="list-style-type: none"> • Employability Strategy; • Business Engagement Activity • Learning and Teaching Enhancement Plan • University Curriculum Framework 			
2	<p><i>The effective engagement with student representatives and the students union (B5)</i></p> <p><i>Report Paragraph: 2.92</i></p>	<p>2.1 Review Representation Policy and place a stronger emphasis on student representation systems for students at partner institutions and for those undertaking Transnational Education (TNE) programmes. Revisions to reflect the range of cultural contexts within which the policy is implemented</p> <p>2.2 Review and enhance the training provided to all student Representatives</p> <p>2.3 Pilot the use of Blackboard and Skype to facilitate Student Representative Training for Distance Learners in the Faculty of Management and Law [October 2014 – May 2015]</p> <p>2.4 Student Representation Co-ordinator to monitor all Staff Student Liaison Committee action trackers and include analysis in the Student Voice Report to LTC in June 2015</p> <p>2.5 Review the terms of reference for the Student Affairs Group to further strengthen collaborative working</p> <p>2.6 Further development of the ‘Team Bradford’ concept by identifying a number of targeted joint initiatives</p> <p>2.7 Collaborative approach to the development and implementation of the QAA HER Action Plan [University and UBU]</p>	Director Student Success	March 2015 June 2015	June 2015

		2.8	Further develop the strategic approach to student engagement			
3	<i>The institutional approach and commitment to diversity and inclusivity in the curriculum and the wider student experience (Enhancement)</i> <i>Report Paragraph: 4.29</i>	3.1	Curriculum Framework implementation to include Postgraduate Taught and Postgraduate Research Programmes	Pro Vice-Chancellor Learning and Teaching/ Director of Centre for Inclusion and Diversity	March 2015 June 2015	June 2015
		3.2	Impact assessments to be undertaken for all new programmes			
		3.3	Ongoing implementation of the Equality and Diversity Strategy [2011-15]			
		3.4	Development of Transgender Guidance for Staff and Students			
		3.5	Electronic screening for specific learning difficulties (SpLD) made available via enrolment for all new students			
		3.6	Increased focus on inclusive learning related to disability within the Postgraduate Certificate in Higher Education Practice Programme			
		3.7	Evaluation of the effectiveness of Team Based Learning in meeting the needs of students with a disability			
Recommendations to be completed by end of September 2014						
4	<i>Establish and implement appropriate minimum requirements for the training of post graduate research students who teach or assess (B3)</i>	4.1	PGR students appointed as teaching assistants and engaging in teaching and summative assessment of course work will be required to: <ul style="list-style-type: none"> Attend two half-day Induction programmes Undertake an accredited module delivered by the Centre for Education Development (CED) [Module 	Director of Human Resources Dean of Graduate Studies	September 2014	June 2015

	<p><i>Report Paragraph:2.49</i></p>	<p>LEDT412[Learning and Teaching in Higher Education]</p> <p>4.2 PGR students appointed as demonstrators and engaging in teaching and supporting students including laboratory sessions but not required to undertake summative assessment of course work will be required to:</p> <ul style="list-style-type: none"> • undertake an unaccredited programme delivered by the centre for Educational Development in addition to bespoke input at Departmental level as appropriate <p>4.3 Access to the following to be promoted via the Code of Practice for Research Students and available via the Centre for Educational Development website:</p> <ul style="list-style-type: none"> • Higher Education Academy 'Engaging home and international students: a guide for new lecturers' <p>4.4 Employment contract to stipulate new requirements</p> <p>4.5 Uptake of teaching programmes to be monitored via the PGR annual monitoring reporting arrangements which are overseen by Research Degrees Sub-Committee and reported to Learning and Teaching Committee</p> <p>4.6 All information to be amended to include above requirements as follows: Code of Practice for research degrees Centre for Education Development website</p> <p>4.7 All relevant staff to be advised of contractual requirements concerning PGR students who teach and associated monitoring arrangements</p>			
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		4.8	Evaluation of training provision via Centre for Education Development reporting arrangements; PGR Progress Review reporting arrangements and Faculty PGR Enhancement Plans			
5	<i>Establish an appropriate quoracy regulation for assessment committees and examination boards (A6)</i> <i>Report Paragraph: 1.51</i>	5.1	Review regulations and introduce quoracy requirements for Assessment Committees and Boards of Examiners	Pro-Vice-chancellor Learning and Teaching	September 2014	June 2015
		5.2	Include quoracy requirement on Assessment Committee and Board of Examiners standard Agenda template			
		5.3	Disseminate change to all Deans, Associate Deans Learning and Teaching; Chairs of Boards of Examiners and Assessment Committees; all staff with examination responsibilities and External Examiners			
		5.4	Revise guidance on the Academic Quality and Partnerships Office Website and Academic Quality Handbook			
		5.5	Monitor the implementation of the quoracy requirements			
6	<i>Ensure that external examiner reports are made available to students in all partner institutions (B7, B10)</i> <i>Report Paragraph:</i>	6.1	Academic Quality and Partnerships Office to post all External Examiner Reports on Web to a site which is password protected and accessible by all staff and students	Director of Academic Quality and Partnerships	September 2014	June 2015
		6.2	Advise partners of the requirement to share external examiner reports in full with all students			
		6.3	Require partners to confirm the means by which they			

	2.117	<p>will discuss external examiner reports with student representatives</p> <p>6.4 Require Programme Co-ordinators to report on the availability of External Examiner Reports and action plans at each visit [revised visit template]</p> <p>6.5 Update handbooks related to the provision of higher education with others and external examining for taught programmes to reflect new requirements</p>			
7	<p><i>Ensure that the procedures for programme co-ordinator visits are fully implemented and robustly monitored (B10)</i></p> <p><i>Report Paragraph: 2.143</i></p>	<p>7.1 Review the number of Programme Co-ordinator visits required in the context of the University risk based approach to the provision of higher education with others</p> <p>7.2 Introduce a requirement for the Academic Quality and Partnerships Office to alert Faculties when reports are not submitted</p> <p>7.3 Academic Partnerships Sub Committee (APSC) to monitor Programme Co-ordinator visits</p>	Director of Academic Quality and Partnerships	September 2014	June 2015
8	<p><i>Ensure that there is a comprehensive and effective induction for all post graduate research students (B11, B2)</i></p> <p><i>Report Paragraph: 2.153</i></p>	<p>8.1 Central University Induction Programme to be made available twice each academic year augmented by Faculty level induction activity</p> <p>8.2 Introduce an abridged Induction Programme to be delivered by Faculties for students who miss the main induction event</p> <p>8.3 Introduce a requirement both to attend and to monitor attendance and effectiveness of Induction Programmes</p>	Dean of Graduate Studies	September 2014	June 2015

		8.4	Introduce a UBU Welcome Event for PGR students to be delivered twice per year			
9	<p><i>Ensure that there is comprehensive and effective monitoring of the progress of all post graduate research students, their supervision, and their training needs (B11)</i></p> <p><i>Report Paragraph: 2.154</i></p>	9.1	Strengthen supervision training to ensure there is a greater emphasis placed on training needs analysis, student progression and the completion of annual progress reports	Dean of Graduate Studies	September 2014	June 2015
		9.2	<p>Introduce trigger points to ensure timely intervention and appropriate review of supervision arrangements by Directors of Postgraduate Research as follows: –</p> <ul style="list-style-type: none"> • lack of progress reported by student / supervisor in Monthly Reports, or non-submission thereof • late or non-submission of Annual Progress Report • Progression Point outcome not successful 			
		9.3	Monitor the submission of annual progress reports and provide all Faculties with centrally produced update reports on submission rates			
		9.4	Monitor all Annual Progress Review reports submitted to the Research Administration Team to ensure the recording of training needs is completed in full			
		9.5	E-vision programme agreed to facilitate the oversight and management of Annual Progress Reviews			
		9.6	Facilitate the production of Postgraduate Research Degree Supervision reports which capture the number of academic staff undertaking supervision			

		and their status as either Principal or Associate supervisor. Reports submitted to the Research Degrees Sub-Committee			
Recommendations to be completed by end of January 2015					
10	<i>Review the risk-based approach to the development, management and oversight of partnership provision to ensure that it is comprehensive and complete, and informs decision-making processes (B10)</i> <i>Report Paragraph: 2.142</i>	<p>10.1 Undertake a review of the risk based approach to all aspects of partnership provision to include their:</p> <ul style="list-style-type: none"> • Development • Management • Oversight <p>10.2 Ensure regular review of the risk register by the Academic Partnerships Sub Committee and report to Learning and Teaching Committee and the Executive Board</p>	Director of Academic Quality and Partnerships	January 2015	June 2015
11	<i>Develop and implement a University wide strategic approach to the management and monitoring of resources for post graduate research students (B11)</i> <i>Report Paragraph: 2.155</i>	<p>11.1 Agree strategic approach to the management and monitoring of resources for Postgraduate research students across all Faculties to include:</p> <ul style="list-style-type: none"> • Study space including IT facilities • Photocopying/Printing arrangements • Funding for Conference attendance and travel • Access to in-house staff development programmes • Access to Masters level provision • Access to external continuing development opportunities • Resources for fieldtrips and data collection • Research data transcriptions • Social space • Support for students with a Learner Support Profile but without access to the Disabled Student Allowance 	Deputy Vice-Chancellor [Operations]	January 2015	June 2015

		11.2 In collaboration with UBU develop guidance for the management of the Postgraduate Research Students Lounge			
		11.3 Communicate information regarding available resources to Postgraduate Research Students			
12	<i>Extend to all post graduate research students the University's effective approach to employability (B11)</i> <i>Report Paragraph: 2.157</i>	12.1 Review the Learning and Teaching Enhancement Plan, Theme Seven to make explicit the provision for Postgraduate Research Students 12.2 Provide guidance related to the application of the Curriculum Framework to include the postgraduate research student experience 12.3 Undertake an evaluation of the extent to which the Careers Development Service provision meets the needs of postgraduate research students and implement recommendations 12.4 Seek agreement to fund Vitae tool for Postgraduate Research Students 12.5 UBU Democracy and Development Role to include responsibility for employment 12.6 Agree provision of central and local people development opportunities related to employability 12.7 Revise Annual Monitoring Template [Postgraduate Research Degree Faculty Enhancement Plan] to include Destinations of Leavers from Higher Education survey analysis and actions	Head of Careers and Employability Dean of Graduate Studies	January 2015	June 2015
Recommendations to be completed by end of June 2015					
13	<i>Develop a school and</i>	13.1 Discuss all actions including the management	Pro-Vice-	December	June 2015

	<p><i>University wide research environment that effectively supports all post graduate research students (B11)</i></p> <p><i>Report Paragraph: 2.156</i></p>	<p>arrangements for the Postgraduate Research Lounge in collaboration with UBU</p> <p>13.2 Introduction of Faculty PGR websites</p> <p>13.3 Review the contribution made by all Research Centres to the postgraduate research student experience</p> <p>13.4 Ensure all Faculties publish research activities open to postgraduate students including research staff seminars</p> <p>13.5 Promote all relevant University events to postgraduate students</p> <p>13.6 Incorporate actions related to Postgraduate research provision within the Learning and Teaching Enhancement Plan- Theme Four</p> <p>13.7 Publish UBU Booklet specifically for Postgraduate Students including a section dedicated to Postgraduate Research Students</p> <p>13.8 Develop a Research and Knowledge Transfer Environment Strategy</p>	<p>Chancellor Research and Knowledge Transfer</p>	<p>2014 March 2015 June 2015</p>	
Affirmations					
14	<p><i>The actions being taken to improve the timeliness and quality of student feedback in response to issues raised by students and the student union (B6, Enhancement)</i></p>	<p>Scope of Academic Audit for 2014/15 to include:</p> <p>14.1 Quality and timeliness of feedback for all modes of assessment</p> <p>14.2 Audit to include Home, Partner Institutions and TNE provision</p> <p>14.3 Action plans in response to recommendations to be</p>	<p>Pro-Vice-Chancellor Learning and Teaching</p>	<p>December 2014 June 2015</p>	<p>June 2015</p>

	<i>Report Paragraph: 2.105</i>	agreed and monitored at Faculty and Institutional level 14.4 Student Voice Report - recommendations for the provision of student feedback as appropriate June 2015			
15	<i>The action being taken by the University to manage effectively its collaborative provision through the revised quality assurance procedures (B10)</i> <i>Report Paragraph: 2.141</i>	15.1 Provide evidence of the use made of revised quality assurance procedures for the: <ul style="list-style-type: none"> • Approval of new partners • Approval of new programmes with partners • Major revisions and the periodic review of programmes • Undertaking of Partnership Reviews 15.2 Provide an update on the application of revised quality assurance procedures regarding: <ul style="list-style-type: none"> • Revision to existing contracts • Teach out strategies and completed exits • Partner termination agreements 	Director of Academic Quality and Partnerships	December 2014	June 2015