

QAA HIGHER EDUCATION REVIEW ACTION PLAN (UPDATED JUNE 2017)

In February 2016, the higher education provision at Cleveland College of Art and Design [CCAD] was subject to a Higher Education Review [HER], conducted by the Quality Assurance Agency for Higher Education [QAA]. The HER report was published on the QAA website on 29 April 2016 and can be accessed at:

<http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10001503#.V3PfMPkrLIU>

The QAA review team formed the following judgements about the higher education provision at Cleveland College of Art and Design.

- The maintenance of the academic standards of awards offered on behalf of degree-awarding bodies **meets** UK expectations.
- The quality of student learning opportunities **meets** UK expectations.
- The quality of the information about learning opportunities **meets** UK expectations.
- The enhancement of student learning opportunities is **commended**.

Good practice

The QAA review team identified the following features of **good practice** at Cleveland College of Art and Design.

- The thorough and detailed integration of the College's reporting mechanisms with awarding body requirements for the monitoring and maintenance of academic standards (Expectations A2.1 and B7).
- The comprehensive support offered to staff for personal development and scholarly activity (Expectations B3 and Enhancement).
- The fully integrated and effective approach to employability that ensures students are prepared for professional practice in the creative industries (Expectations B4, A3.4, B10 and Enhancement).
- The strategic approach to enhancement which has developed a shared ethos of continuous improvement, empowering staff and enabling students to realise their full potential (Expectation B4 and Enhancement).

Recommendations

The QAA review team makes the following **recommendation** to Cleveland College of Art and Design.

By September 2016:

- provide clear guidance to all students on the strategies in place to support the completion of an academic module while on work experience (Expectation B10).

Affirmation of action being taken

The QAA review team **affirms** the following action that Cleveland College of Art and Design is already taking to make academic standards secure and/or improve the educational provision offered to its students.

- The steps being taken to involve students in all quality assurance and enhancement mechanisms (Expectation B5).

The action plan

The following action plan outlines how the College aims to build on the good practice and respond to the recommendation and affirmation outlined in the HER report.

The action plan was written in consultation with the Lead Student Representative and has been agreed by the Principal and senior managers. It will be formally monitored and reviewed through the College's HE Academic Committee and progress on its implementation will be reported to the Academic Board.

| Good practice | Action | Timescale | Responsibility | Progress update (June 2017) | Date completed |
|---|--|--|---|--|-----------------------|
| <p>The thorough and detailed integration of the College's reporting mechanisms with awarding body requirements for the monitoring and maintenance of academic standards</p> <p>(Expectations A2.1 and B7)</p> | <p>Review of institutional approval with degree-awarding body and full review of Memorandum of Understanding</p> | <p>April 2017</p> | <p>Head of HE (Quality)</p> | <p>The Institutional Approval event with the degree-awarding body took place in April 2017 and successfully concluded with a continuation of the partnership for a further five years.</p> | <p>April 2017</p> |
| | <p>Implementation of Operations Agreement</p> | <p>Introduce in September 2016 and review annually</p> | <p>Head of HE (Quality) Academic Registrar</p> | <p>The Operations Agreement has been successfully implemented and is regularly monitored and annually reviewed between the operational leads from each institution.</p> | <p>September 2016</p> |
| <p>The comprehensive support offered to staff for personal development and scholarly activity</p> <p>(Expectations B3 and Enhancement)</p> | <p>Develop strategies to measure the impact of scholarly activity and research on learning and teaching</p> | <p>June 2018</p> | <p>Scholarly Activity & Research Committee [SARC]</p> | <p>Several mechanisms are now in place to <u>monitor</u> the impact of scholarly activity and research, including specific evaluations within Annual Programme Reviews and Module Leaders' Reports, in addition to regular monitoring of activity through the SARC, Academic Board and programme performance management. Specific quantitative metrics have yet to be defined.</p> | <p>April 2016</p> |
| | <p>Appointment of Head of Creative Research Development</p> | <p>October 2016</p> | <p>Principal</p> | <p>Head of Creative Research Development appointed with responsibility for the development of staff research and scholarly activity.</p> | |

| Good practice | Action | Timescale | Responsibility | Progress update (June 2017) | Date completed |
|---|--|----------------|--|---|----------------|
| <p>The comprehensive support offered to staff for personal development and scholarly activity</p> <p>(Expectations B3 and Enhancement)</p> | All HE staff to achieve HEA Fellowship | July 2018 | Head of Creative Research Development | 20% of academic staff have already achieved HEA Fellowship status. A further 36% are expected to submit applications at the end of 2016-2017 and a further 24% early in 2017-2018. The remaining 20% will be supported to complete applications by the end of 2017-2018. | |
| | Continued investment in staff higher qualifications, including PhD | 2016-2018 | Principalship | All academic staff are currently qualified at Post Graduate Certificate level (81%) or will achieve that status within two years (15%). 64% of academic staff have either a master's degree or doctorate and 8% are currently studying for MA qualifications supported through staff development. | |
| <p>The fully integrated and effective approach to employability that ensures students are prepared for professional practice in the creative industries</p> <p>(Expectations B4, A3.4, B10 and Enhancement)</p> | Clarify the formal processes for the involvement of employers and external partners in curriculum development through the Programme Design, Development and Approval Procedure | September 2017 | Head of HE (Quality) | To be approved by Academic Board in September 2017. | |
| | Develop centralised systems to collate professional and industry contacts and to measure the impact of links with the creative industries | September 2017 | Head of Employability & External Relations | The Customer Relation Management [CRM] system has been installed and is currently being tested for communications with external partners but has yet to be rolled out to academic staff for recording work experience. As soon as the online system is fully tested, work experience information will be collated and uploaded. | |

| Good practice | Action | Timescale | Responsibility | Progress update (June 2017) | Date completed |
|---|--|--|---|--|-----------------------|
| <p>The strategic approach to enhancement which has developed a shared ethos of continuous improvement, empowering staff and enabling students to realise their full potential</p> <p>(Expectation B4 and Enhancement)</p> | <p>Development of the College's HE deliberative structure and committees reporting to the Academic Board to further enhance the decision-making processes which govern academic business</p> | <p>Introduce revised structure in September 2016 and evaluate in June 2017</p> | <p>Principal Head of HE (Quality) Head of HE (Academic)</p> | <p>New deliberative structure introduced in September 2016 with clearly defined Terms of Reference, schedules of business and operating procedures. Evaluation of the revised structure is very positive.</p> | <p>June 2017</p> |
| | <p>Revision of the HE Learning, Teaching & Assessment Strategy [LTAS] to incorporate strategies for technology-based learning and employability and revision of aims to further enhance the student learning experience</p> | <p>September 2017</p> | <p>HE Academic Committee [HEAC]</p> | <p>A revised LTAS is being developed for implementation in 2017-2018 and will be part of a suite of strategies that will underpin the College's Academic Strategy for its higher education provision.</p> | |
| Recommendation | Action | Timescale | Responsibility | Progress update (June 2017) | Date completed |
| <p>Provide clear guidance to all students on the strategies in place to support the completion of an academic module while on work experience</p> <p>(Expectation B10)</p> | <p>Revision of the Undergraduate Work Experience Policy and related procedures regarding release from academic study during periods of term-time work experience and strategies for completion of modules – information also to be clearly highlighted in Programme Handbooks and disseminated to students and staff</p> | <p>September 2016</p> | <p>Head of HE (Quality)</p> | <p>The Undergraduate Work Experience Release Procedure (available to students on the VLE) provides a framework for the approval of release from academic study during term-time of up to two weeks so that students can undertake work experience. The approval process enables students to be given extensions to assessment submission deadlines equivalent to the legitimate absence from College (of up to two weeks). This strategy aims to ensure that students are not academically disadvantaged in completing modules during periods of approved work experience.</p> | <p>October 2016</p> |
| | | <p>September 2016</p> | <p>Head of HE (Quality)</p> | <p>All Programme Handbooks now include information for students about the new procedure.</p> | <p>September 2016</p> |

| Affirmation | Action | Timescale | Responsibility | Progress update (June 2017) | Date completed |
|---|--|----------------|--|--|----------------|
| The steps being taken to involve students in all quality assurance and enhancement mechanisms (Expectation B5) | Approval, implementation and monitoring of the Undergraduate Student Engagement Policy and its associated Strategy | September 2017 | Head of HE (Quality) Student Liaison Officer | Undergraduate Student Engagement Policy and associated three-year Strategy approved by Academic Board in June 2017 for implementation in September 2017. | September 2017 |

Signed: MARTIN RABY

Date: 4 July 2016
First update: June 2017

Dr Martin Raby
Principal and Chief Executive
Cleveland College of Art & Design