



Completed Action Plan following the  
Quality Assurance Agency Higher  
Education Review conducted April 2014





## Statement on success indicators:

The Action Plan makes numerous references to the success indicators of the Destination of Leavers of Higher Education survey (DLHE) and the University/National Student Survey (USS/NSS). Given the prominence of these as success indicators, further commentary is provided here.

**Destination of Leavers of Higher Education survey:** A report of the DLHE goes to the Higher Education Committee annually for review. The latest report (HE Committee 13th October 2016) notes positive increases in results:

- Steady increase in numbers entering further full-time study (2012-13 cohort 36.5%; 2013-14 cohort 42%; 2014-15 cohort 57%)
- Steady increase in growth in numbers entering full-time employment (2012-13 cohort 11.5%; 2013-14 cohort 13%; 2014-15 cohort 16%)
- Increase in positive responses to the following questions (comparing 2013-14 cohort to 2014-15 cohort)
  - How did your overall higher education prepare you for employment: 87% rising to 89%
  - How did your higher education prepare you for further study: 88% rising to 94%
  - How did your overall higher education prepare you for self-employment/freelance: 55% rising to 83%

It is duly noted that the number of responders to the DLHE for 2014-15 was less (37) compared to 2013-14 (55) and the statistical implication this brings acknowledged.

**University Student Survey:** Due to the type of course and cohort size, students are not eligible for the National Student Survey (over 10 respondents at level 5). The USS asks the same questions as the NSS and is therefore reported internally, via the HE Committee.

The results for 2015-16 student groups are skewed as only 2 cohorts responded and thus a representative statement across the programmes cannot be inferred. With a new partner – Canterbury College – for the majority of programmes for 2016-17, East Kent College will offer a similar USS-styled, self-generated survey (i.e. using the nationally recognised questions). As it is in-house, response rates can be monitored by programme and direct action targeted to ensure a more representative return.

## Area of enhancement to improve the quality of learning opportunities: AfE – A: Student progression to and from an HE Programme

Action to be taken	Target date	Action by	Success indicators	Update (June 2015)	Update (January 2016) Presented to HE Committee February 2016	Final update and sign off (November 2016) Presented to HE Committee December 2016
To capitalise on this identified area of good practice: Further enhancement of personal tutoring: best practice on developing the academic, personal and professional potential of each student discussed and shared by HE Programme Directors within the Programme Director Forum, and then implemented in practice.	February 2015	HE Programme Directors	Increasingly positive student evaluation of academic support and personal development (USS/NSS); and an increasing percentage of completing students progressing to work or study (DLHE survey).	Good tutorial provision implemented across all HE programmes at Broadstairs. Achieved but ongoing monitoring is required (Folkestone, Dover, and Broadstairs)	Good tutorial provision implemented across all HE programmes at Broadstairs. Achieved but ongoing monitoring is required (Folkestone, Dover, and Broadstairs).	Tutorial provision is covered in induction expectations. The induction survey for Sept 2016 cohorts demonstrate a 98% positive response to the question, "I know who my Personal Tutor is and the purpose of tutorials" and "I know being prepared for my tutorials will help me succeed in my course."
Further enhancement of 'employability' within each HE programme through the engagement of employers in, for example, the design of assessment briefs/scenarios and by raising actively student awareness of employment opportunities.	February 2015	HE Programme Directors with the support of the College's 'Job Shop'		Strong evidence of enhancement of 'employability' within each HE programme through the engagement of employers. To capitalise on this identified area of good practice: HE Programme Directors to engage more with the College's 'Job shop' (from September 15).	Strong evidence of enhancement of 'employability' within each HE programme through the engagement of employers. Level 4/5 students have access to the workshops run by the College's Entrepreneur Consultant. The Vice Principal (Widening Participation and Student Experience) is working with employment agencies including the College's Job Shop' to establish practical solutions for students wanting to become self-employed. The College's engagement in the AoC Scholarship Project until 2018 will enhance the contribution of employers in programme design, development and assessment	Careers and Job Shop presentations within induction Sept 2016, including sign posting of services. Induction survey Sept 2016 reports a 96% positive response to this careers information. The Scholarship Project continues to promote linkage between employer engagement and scholarship.

## Area of enhancement to improve the quality of learning opportunities: AfE – B: Programme monitoring and review

Action to be taken	Target date	Action by	Success indicators	Update (June 2015)	Update (January 2016) Presented to HE Committee February 2016	Final update and sign off (November 2016) Presented to HE Committee December 2016
<p>To capitalise on this identified area of good practice: Further enhancement of the process of action planning as part of annual HE Programme Quality Self-Assessment Reports (PQSAR). Each HE programme team to clearly identify actions (arising directly from the reflective narrative of the PQSAR) for implementation in the next academic year - and with ongoing close monitoring in support of the achievement of each action.</p>	July 2015	HE Programme Directors supported by the Vice Principal (through annual in-year monitoring of HE Programme Quality Self-Assessment Reports).	Increasingly positive student satisfaction (end of module surveys and USS/ NSS).	<p><b>Action:</b> This is to be clearly indicated in the 'End of Year Evaluation' (31st July 2015) NB: SMART objectives and deadlines to be communicated.</p>	The PQSARs continue to provide the College-level review three times a year. The final documentation for each programme is submitted to the partner university as part of their formal quality monitoring processes.	<p>PQSARs meetings with the Programme Director, their line manager and Campus Principal alongside the Quality Assurance Officer continue to provide a strong mechanism of review and monitoring.  A review of the process took place in summer/autumn 2016, results presented to HE Committee December 2016.</p>

## Area of enhancement to improve the quality of learning opportunities: AfE - C: Evaluation of college resources

Action to be taken	Target date	Action by	Success indicators	Update (June 2015)	Update (January 2016) Presented to HE Committee February 2016	Final update and sign off (November 2016) Presented to HE Committee December 2016
<p>To capitalise on this identified area of good practice:</p> <p>For 'curriculum walks' to continue as an integrated component of the College's Quality Framework, with explicit outcomes relating to the enhancement of HE learning opportunities communicated to HE student representatives.</p>	July 2015	<p>Deputy Principal (with senior responsibility for the College's Quality Framework).</p> <p>Enrichment Team Leader (for the communication of outcomes to HE representatives)</p>	Increasingly positive student satisfaction (end of module surveys and USS/ NSS).	<p><b>Action:</b></p> <ol style="list-style-type: none"> <li>To share the outcomes of the curriculum walks including peer reviews with the HE student representatives.</li> <li>To share calendar of HE staff development opportunities with the HE student representatives.</li> </ol>	<p>A new monitoring and feedback framework is introduced in September 2015 'Professional Enhancement Framework' which ensures (amongst other elements) that curriculum walks include HE delivery and associated resources. The walkthroughs are now lead by the Programme Area Manager and hears first-hand from students and is responsible for working through their feedback. The outcomes are managed at Performance Review Committee, one of the College's top-level committees.</p>	<p>Campus Principals and Programme Area Managers requested to undertake early curriculum walks and observations of new programmes to capture any concerns before they become issues.</p> <p>Student reps are invited to meet with Campus Principals to discuss any issues as outlined in the quality calendar.</p> <p>The appointment of the Quality Assurance and Enhancement Officer and their attendance at staff/student liaison meetings will aid further links between students, academic staff and Managers/Campus Principals.</p>

## Area of enhancement to improve the quality of learning opportunities: AfE – D: Formal confirmation of the approval of contractual documentation

Action to be taken	Target date	Action by	Success indicators	Update (June 2015)	Update (January 2016) Presented to HE Committee February 2016	Final update and sign off (November 2016) Presented to HE Committee December 2016
<p>For the College to ensure that relevant contractual documentation with the Awarding Body (such as the programme-relevant Operational Annex of the institutional Memorandum of Agreement) is signed by all partners prior to the enrolment of students.</p> <p>For the College's HE Committee to monitor, on an ongoing basis, the formal confirmation of contractual documentation prior to the enrolment of students.</p>	July 2014 and thereafter	Higher Education Committee chaired by the College's Vice Principal	All contractual documentation signed by partners prior to the enrolment of students.	Achieved but ongoing monitoring is required (Dover, Folkestone and Broadstairs).	Pending receipt of new documents from university partner.	<p>Memorandum of Understanding with new partner – Canterbury College – in place for start of September 2016 term.</p> <p>Documents with partner university in place.</p> <p>The HE Committee agenda items are now captured within the Terms of Reference and ensure consistency across the year, including confirming contractual arrangements are in place.</p>

## Area of enhancement to improve the quality of learning opportunities: AfE – E: Student experience, programme, module and destination evaluation

Action to be taken	Target date	Action by	Success indicators	Update (June 2015)	Update (January 2016) Presented to HE Committee February 2016	Final update and sign off (November 2016) Presented to HE Committee December 2016
<p>To establish and implement an annual cycle of student evaluation comprising:</p> <ul style="list-style-type: none"> <li>i. a pre-registration student questionnaire; an induction student questionnaire;</li> <li>ii. the University's Student Survey and National Student Survey;</li> <li>iii. end of module surveys for each programme;</li> <li>iv. an exit interview with completing students</li> <li>v. DLHE survey return</li> </ul> <p>To establish and implement an operational framework for the collation and analysis of summary student evaluation data, ensuring that the outcomes of student evaluation are reported appropriately to staff (HE Committee and Programme Management Committees) and students (Annual Forum of HE Representatives, and three Programme Management Committees per year (termly))</p>	By November 2014	<ul style="list-style-type: none"> <li>vi. East Kent College Student Support and Enrichment Staff;</li> <li>vii. the University's Student Survey Unit</li> <li>viii. HE Module Tutors</li> <li>ix. HE Programme Directors</li> <li>x. the University's Planning Office.</li> </ul> <p>Vice Principal, in co-ordination the College's HE Committee, HE Programme Directors and HE Student Representatives, and also the University's Student Survey Unit and the University's Planning Office.</p>	Increasingly positive student satisfaction (end of module surveys and USS/NSS).	Achieved but ongoing monitoring is required.	<p>Via an annual agenda cycle, the reports that are routinely reviewed by the College's HE Committee are:</p> <p>Induction Survey; USS/NSS; DLHE.</p> <p>The end-of-module surveys are used each year to enhance the next year's provision and are reflected within the PQSARs.</p> <p>The exit interview of students captures progression rather than satisfaction as this is already achieved via other sources (USS/NSS/end-of-module surveys, staff/student liaison meetings).</p> <p>The Student Representatives are offered training via the partner university to support them in their role.</p>	<p>Feedback systems are well-established as described in AFE – E and AfE – C.</p> <p>Student rep training offered by partner institution arranged and beneficial in terms of student voice.</p> <p>Student Union part of induction process and HE Officer role represents all HE students at the highest level via the HE Committee.</p> <p>The feedback loop for monitoring student feedback is well-established and feed into the HE Committee cycle as part of the Terms of Reference and sequence of agenda items ensuring items are not missed.</p> <p>A HE Lead Governor was appointed in October 2016 who sits on the HE Committee and receives all papers. This additional mechanism ensures the Governing Body are also appraised regularly of student feedback and is a welcome addition to the monitoring of standards upwards.</p>

## Area of enhancement to improve the quality of learning opportunities: AfE – F: – Formalised consistency of practice in the operation of Programme Management Committees

Action to be taken	Target date	Action by	Success indicators	Update (June 2015)	Update (January 2016) Presented to HE Committee February 2016	Final update and sign off (November 2016) Presented to HE Committee December 2016
Further practical guidance to be provided to HE Programme Directors within the HE Programme Director Forum on current and emerging best practice in the operation of a Programme Management Committee – and for the best practice to be applied during academic year 2014-2015.	By July 2015	Vice Principal and HE Programme Directors	Increasingly consistent practice for the operation of each Programme Management Committee	Achieved but ongoing monitoring is required. Action: Advice to be given to the new HE PDs (Dover and Folkestone) (from September 2015)	All Programme Directors know the requirement to hold three liaison meetings throughout the year and are advised to inform the Heads of Campus Operations early of the dates to ensure support is in place. Checks are in place via the PQSAR. Best practice of the committee functionality is also shared at the Programme Director Forum.	New Programme Directors and their Line Managers meet with the Quality Assurance and Enhancement Officer before the start of teaching where requirements are gone through in detail, using the quality calendar as the mechanism to outline timings, requirements and opening wider discussions on expectations.
The introduction of standardised agenda and minutes templates, with training for administrators in the requirements of minuting a programme management committee.	October 2014	Vice Principal and College Support Services Managers		Met but continuous monitoring is required.	Standardised templates shared with all Programme Directors. Administrators used are those with prior minuting experience.	Staff induction in September 2016 enabled all HE Programme Directors to be fully prepared for the forthcoming year in terms of expectations. Induction recorded and shared with Managers so they are fully briefed of expectations.

## Area of enhancement to improve the quality of learning opportunities: AfE – G: Assessment strategy – with an even distribution of assessment deadlines

Action to be taken	Target date	Action by	Success indicators	Update (June 2015)	Update (January 2016) Presented to HE Committee February 2016	Final update and sign off (November 2016) Presented to HE Committee December 2016
Reflection on the implementation of assessment strategy amongst programme teams in order to avoid over prescription of learning outcomes to be met through each assessment item, and with an even distribution of assessment deadlines throughout the academic year.	By September 2014 and thereafter	HE Programme Directors, University Link Tutors and Programme Teams	The implementation of assessment strategy that more closely reflect the University's guidance on the design of assessment	Met but continuous monitoring is required. Action: 1. Advice to be given to the new HE PDs (Dover and Folkestone)  NB: already listed in the staff development activities.	All Programme Teams are required to have ready their assessment schedules for the first week of term.  The schedules are separate documents to the handbook however are made available at the same time.	All university-partnered provision underwent a process of revalidation prior to September 2015 delivery and this included a thorough overhaul of assessments – External Examiner reports received in Autumn 2016 make positive comment on the changes.
Publication of an annual assessment schedule for each programme by the Programme Director in the Programme Handbook.	Annually from September 2014	HE Programme Directors	Increasingly positive student evaluation of assessment (USS/ NSS).	Achieved but ongoing monitoring is required.		New provision with Pearson and Canterbury College follows the assessment standards as outlined in the BTEC Centre Guide for Assessment levels 4-7.  All Programme Teams are required to have ready their assessment schedules for the first week of term.  The schedules are separate documents to the handbook however are made available at the same time.



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