



BCUIC HER Action Plan from 2017/18 – Update February 2019

HER Report – point identified	Action	Target date	Lead responsibility	Success indicator/evaluation	Oversight and Governance	Status February 2019
The comprehensive and extensive provision of teaching and learning material on the VLE that provides an equal and effective opportunity for students to achieve intended learning outcomes (para 2.25) (B3)	A.1 Ensure that the College Enhancement Team is kept abreast of innovations and developments of the VLE environment to inform teaching practice. A.2 Implement MOODLE upgrade provide training for staff	Sept 2017	CDP DASS	S.1 Regular reports on student outcomes to demonstrate high levels of success S.2 Exchange and dissemination of effective practice is strongly in evidence through cross College/University/Navitas boards and committees S.3 Annual Audit of Technology	AAC - Regular reports to Academic Advisory Committee and through the Navitas Academic Registry BCUIC Annual Report will provide data on the student outcomes and audit of technology	The use of TurnItIn for assessment has further developed with all end of semester exam based assessment marking and feedback submitted through TurnItIn ¹ A flipped learning initiative is being driven through champions identified within the teaching team. These staff are also tasked with sharing that good practice with other tutors. Tutors have commented that this is positively impacting on class participation and engagement. In June 2018 Navitas shared a report on the Global Student and Staff Technology surveys conducted across the network. The results were shared with academics and the Student Council. The key issues were discussed at the College Enhancement ² Team. The survey shows that overall staff demonstrate strong commitment to engaging students through technology as evidenced at BCUIC through the increased level of online feedback provided to students. A further iteration of the Student Technology survey is to be launched through Navitas global Teaching and Learning this semester (1901). Staff and Students were introduced to a new and upgraded AV system as a result of the relocation and training implemented to further develop digital literacy and enhance their understanding of its value in the learning environment. ³

¹ Appendix 34: Evidence of online marking

² Appendix 35: Navitas Staff and Student Technology Survey

³ Appendix 36: Evidence of AV training to Staff

						<p>The Independent Learning Charter has been discussed at CLTB and received endorsement from BCU link tutor teams and format shared for possible application within the BCU teaching and learning environment.⁴</p> <p>An increased level of IT resource has been provided initially through investment at Bournville and latterly through access to BCU City Centre resources (IT labs and laptop banks). This is particularly valuable in building student experiences which prepare for transition to University studies at the end of the BCUIC learning journey</p> <p>Moodle was upgraded in January 2019 to enable better support for students, staff, and quicker upgrades in the future. The upgrade will provide students and staff easy access to the Navitas IT support team in emergencies (the host is now in the cloud as compared to being hosted in the College)⁵.</p>
<p>The range of opportunities for student engagement in developing learning facilities and resources (para 2.46) (B5)</p>	<p>A.3 Ensure that students are afforded engagement with their learning at every opportunity</p> <p>A.4 Exchange and disseminate initiatives to the wider Navitas network</p>	<p>Sept 2017</p>	<p>CDP DASS</p>	<p>S.4 Schedule of embedding student engagement opportunities indicates progress to target</p> <p>S.5 Exchange and dissemination of these initiatives is conducted through the Navitas Learning and teaching Forum</p>	<p>CET - The College Enhancement Team will evaluate these activities.</p> <p>AMP - The Annual Monitoring Process will be informed of these activities.</p> <p>NVT LTF - The Navitas Learning and Teaching Forum will allow dissemination of good practice.</p>	<p>Elected Student Representatives continue to be in post each semester and are active participants in the College Enhancement Team and other forums inputting into the student learning experience⁶.</p> <p>To engage Student Council more effectively, in 1803 students elected two representatives for each programme. This has had a positive impact on promoting the Student Voice across all programme areas. In 1901, the Student Council team put together a presentation for new students with the view of addressing some of the challenges they had experienced as 'new students' through sharing experiences.⁷</p> <p>Feedback mechanisms include the International Student Barometer which resulted in a range of enhancements arising from student feedback including information on places of worship and sports activity to support the Bournville experience. This feedback also supported the decision to relocate teaching to the City Centre campus to enhance student access to the HE culture and learning environment first hand⁸.</p> <p>Increased emphasis on independent learning approaches in the classroom enhances student opportunities to own and drive their own learning experiences.⁹</p>

⁴ Appendix 37: Extract from CLTB minutes – Discussion on Independent Learning Charter

⁵ Appendix 38: Email Evidence of Moodle upgrade.

⁶ Appendix 39: Extract from CET Meeting on student engagement

⁷ Appendix 40: Student Ambassador Presentation Orientation 1901

⁸ Appendix 6: ISB Action Plan Nov 18 update

⁹ Appendix 39: Extract from CET minutes- Staff and student engagement in shaping learning experiences within the College

						<p>Increased access to high specification specialist workshops especially in the field of art, design and media increase student ownership of learning and the acquisition of independent learning skills.</p> <p>Participation in the Graduate+ initiative has continued and broadened across the student cohort supported by the emphasis on entrepreneurship in the BCUIC Teaching and Learning strategy. These activities engender student participation in and ownership of individual learning experiences.</p> <p>Evidence includes a number of level 4 students that have completed their Graduate+ bronze medal and are in the process of working through their Curriculo online Personal Career Leadership package. The Curriculo initiative is an online skills course aimed at preparing graduates in making decisions about their future career. Students participating in this programme will be prepared in their transition into the workplace, and better equipped to meet employers' needs¹⁰</p> <p>Students have engaged in successful joint events with BCU including engaging in debating and negotiation competitions which provide the opportunity to network with University colleagues and other local students from a major FE provider.¹¹</p> <p>The relocation of teaching also presents enhanced opportunities for learning through the social environment through use of BCU student social spaces and greater opportunity for participation in social events¹²</p> <p>BCUIC Health Science students visited the newly refurbished Library at the Mary Seacole Building with the Faculty Link tutor and viewed the new Health Science Laboratories.¹³This is a valuable resource available to them while on programme at BCUIC.</p> <p>BCUIC Learning and Teaching Strategy was introduced in November 2018. The strategy aligns with the Teaching and Learning Strategy at UPE level. The strategy and evolving good practice has been shared with the CET and CLTB¹⁴¹⁵</p>
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¹⁰ Appendix 41: Graduate + Presentation

¹¹ Appendix 30: Evidence of BCUIC in BCU School of Law Collaborative Negotiation Final

¹² Appendix 28 BCU Student Representative OneCity Conference

¹³ Appendix 29: BCUIC Health and Sports Science visit to Faculty Library and Laboratories.

¹⁴ Appendix 1: BCUIC Learning and Teaching Strategy

¹⁵ Appendix 37: Extract from CLTB Minutes

<p>The flexible and effective assessment feedback mechanisms which enables and promotes student learning (para 2,62) (B6)</p>	<p>A.5 Continue to promote a culture, whereby students can seek to develop a better understanding of what is required prior to submitting their work. A.6 Support Academic Staff to further develop a proactive approach to developing their practice.</p>	<p>Sept 2017</p>	<p>CDP DASS</p>	<p>S.6 Continue to provide online feedback for assignments S.7 Student Services will monitor the timeliness and quality of feedback. S.1 as above *</p>	<p>AMP - The Annual Monitoring Process will be informed of these activities. AAC - Regular reports to Academic Advisory Committee and through the Navitas Quality and Standards Office BCUIC Annual Report will provide data on the student outcomes</p>	<p>The Independent Learning Charter has been reviewed at CLTB and link tutor feedback taken, feeding into a review by UPE through the Teaching and Learning Committee. The Charter has been discussed and student feedback invited, shared and discussed at Student Council and CET. A visual display is found within College to maintain profile¹⁶¹⁷.</p> <p>Engagement through active learning approaches e.g. flipped learning encourages student feedback, review, and evaluation as an integral element of the learning experience.</p> <p>Continued identification of good practice in feedback on assignments identified at Boards through External Examiner and link tutor feedback and shared with ATS as good practice.¹⁸</p> <p>Enhanced Moodle implementation drives student engagement in feedback further through the VLE.¹⁹²⁰</p> <p>The AMRs reflect feedback and enhancements resulting from the Student Voice: enhancement of IT provision including increased timetabling in IT laboratories to facilitate digital learning approaches to learning and feedback and access to physical library resources are examples.</p> <p>Moodle and TurnItIn are being used comprehensively across teaching delivery to support and deliver assessment and feedback.²¹</p> <p>Feedback from students, teachers and link tutors on the ILSC has led to a review of modules with revised version delivered from 1901 Semester.²² A review of feedback mechanisms is a key element of this review.</p> <p>Academics engage with online training from the Navitas Learning and Teaching platform using the resources from the platform to inform their practice and have supported discussions on 'the connected and capable student' concept and its influence in class participation and retention related to the Student in Jeopardy framework.</p>
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¹⁶ Appendix 39: Extract from CET Meeting

¹⁷ Appendix 42: Poster of Independent learning Charter

¹⁸ Appendix 12: External Examiner and Link Tutor reports on feedback to students

¹⁹ Appendix 38: Moodle update

²⁰ Appendix 3: Online consultation and student feedback

²¹ Appendix 12: Extract evidence of Assessment Review from AMR

²² Appendix 43:Rational for Revised ILSC Module at Levels 3 and 4

						In addition, the use of an academic to supervise peer observation has provided an open discussion to share good practice on active learning and enhance learner independence through effective feedback including through online consultation.
The effective use of tracer data in reviewing existing curricula, which enhances student learning opportunities. (para 2.67) (B8)	A.7 Annual Monitoring of Programme and associated reports demonstrate thorough consideration of module and programme performance with clear actions, targets and goals identified	Annually	CDP DASS DMR	S.8 Tracer data will track students' performance as they progress through the University and compare BCUIIC students with those directly recruited to the University	AMP - The Annual Monitoring Process will be informed of these activities. AAC -Regular reports to Academic Advisory Committee and through the Navitas Quality and Standards Office	<p>Tracer data forms an integral part of the AMR combined with student, tutor and link tutor feedback to form a holistic understanding of programme performance and opportunities for enhancement.</p> <p>Enhanced tutorial support on IDM CEBE programmes reflects learnings from this data, interpreted alongside AMR feedback mechanisms.</p> <p>Led by the data, we identified three areas where student tend to struggle. hence 1n 1803, we provided three main areas of subject and skill focused tutorial support across the college– Mathematics, Literacy & Study Skills and ICT. Students can self- refer and attend any of these sessions or can be recommend to attend through SIJ. ²³</p> <p>Results for PM Business also combined with AMR feedback to lead to revision of the IT module at PG level, the assessment methods of four foundation programmes and the delivery of PG Art Design and Media programmes.²⁴</p> <p>The next iteration of tracer data is currently being embedded in the BCU system as a standard reporting format which will enhance the frequency with which the report can be viewed as we move forward.</p>

²³ Appendix 3: Example of ILP – academic surgery form

²⁴ Appendix 12: Extract Evidence of Assessment Review from AMR