

**THINKSPACE EDUCATION HER ACTION PLAN**

1 Findings	2 Actions to be taken	3 Date for completion	4 Action by	5 Success indicators	6 Progress (add date of review)
<b>Good Practice</b>					
The extensive use of taster weeks enables potential students to make fully informed choices and ensures they are well prepared for future study (Expectation B2).					
The employment of experienced and often award winning practitioners as tutors creates a cutting edge learning environment and prepares students to succeed in the music industry (Expectation B3)					
The innovative use of in-house technology to develop interactive learning resources and identify requirements for student support (Expectation B4).					
Ongoing and unrestricted access to learning materials for all courses allows students staff and alumni lifetime access to resources (Expectation B4).					
The availability of one-to-one tutorials with industry practitioners and their positive impact on student attainment (Expectation B4).					
Assessments linked to real work projects help prepare students for employment and to understand the realities of professional feedback within the creative industries (Expectation B6).					
The wide range of enhancement activities supports the development of students' professional skills (Enhancement).					
The strategic and well embedded approach to the enhancement of student learning opportunities resulting in a dynamic learning environment (Enhancement).					
<b>Recommendations</b>					
Review the deliberative structure and terms of reference of all committees and meetings to ensure effective and systematic monitoring and oversight of academic standards at programme and institutional level (Expectation A2.1)	Establish an Academic Board, draw up terms of reference and include at least one external member with experience of academic governance or quality assurance and one representative of the student body.	October 2018	Course Director & Course Manager	Success is indicated by the satisfactory completion of the task as described in the recommendation. This task has now been completed and the action fully implemented.	Terms of reference have been drawn up and distributed to the relevant parties. The first academic board is due to take place 15th November. Academic board consists of: Course Director, Course Manager, Student Support Manager, Senior Tutors, Two Student Representatives, External Quality and Academic Standards Consultant, External Academic Consultant, AQASU Representative, UoC Liaison Tutor.
	Establish two programme boards, one for composition courses and one for games, reporting to the academic management committee. Draw up appropriate terms of reference. Membership to include staff, student representatives and liaison tutor.	October 2018	Course Director & Course Manager		Terms of reference have been drawn up and distributed to the relevant parties. The first academic boards took place on 11th September and 15th October 2018. Academic board consists of: Course Director, Course Manager, Student Support Manager, Senior Tutors, Two Student Representatives, External Quality and Academic Standards Consultant, External Academic Consultant, AQASU Representative, UoC Liaison Tutor.
	Draw up terms of reference for Advisory board and complete recruitment of members, largely drawn from industry, external academics and alumni.	October 2018	Course Director & Course Manager		Terms of reference have been drafted and distributed for review.
Ensure that the minutes of deliberative committees formally record detailed discussions, actions agreed, responsibilities allocated and reviewed (Expectation A2.1).	Additional training is being found for members of staff who are responsible for taking minutes to ensure greater thoroughness and consistency.	October 2018	Course Director	Evidence of every deliberative committee and/or formal meeting can be provided.	All deliberative committees and boards are formally minuted and kept on record.
Review the assessment process in order to improve the transparency of marking and to ensure students understand how marks and grades are awarded (Expectation B6)	Redraft all programme handbooks to comply with the University's 2018 revised handbook format, which includes mapping all ILO's to assessment tasks and specific assessment criteria at a module level.	September 2018	Course Director & Course Manager	Success is indicated by the satisfactory completion of the task as described in the recommendation. This task has now been completed and the action fully implemented.	All course handbooks and module descriptors have been rewritten and signed off by the University of Chichester. This included remapping all ILO's to assessment criteria at modular level. In addition to this, students have been provided with a new commentary pro-forma to accompany their practical work. This pro-forma makes it extremely clear what they are to be assessed on and encourages students to address the ILO's directly.
Make more explicit the correlation between learning outcomes, assessment instruments, assessment criteria and feedback given to students (Expectation B6).	Standardise assessment criteria in a question format that will be used as reference by both tutors when giving feedback and students when writing their commentaries.	September 2018	Course Director & Course Manager	Progress should be demonstrated through more consistent feedback and grades between tutors, and student feedback indicating clarity on what they are being assessed on.	
Introduce a structured system for staff review and appraisal (Expectation B3)	Annual staff appraisals to commence in January 2019. A working group will be established to standardise the process and draw up a format with consistent criteria against which staff performance can be measured.	March 2019	Course Director	Success is indicated by the satisfactory completion of the task as described in the recommendation. This task has now been completed and the action fully implemented.	A new procedure has been drawn up and distributed to all internal staff. Discussions on how this might be applied to external tutors are ongoing.
Consider ways of formalising student representatives' training and include them in membership of the deliberative meetings (Expectation B5).	Draft a student representative induction guide in consultation with student representatives, past and present.	March 2019	Course Director & Course Manager in collaboration with student representatives	Student representatives report confidence and strong engagement with their studies and the development of their programmes.	The previous student representative, in collaboration with the course manager and incoming student representatives, has drawn up a draft guide. This will be signed off and distributed officially once all the relevant parties agree on it.