

**ST PATRICK'S INTERNATIONAL COLLEGE**

**ACTION PLAN, 2016-2017**

**QAA HER (PARTIAL REVIEW) SEPTEMBER 2016**

| <b>RECOMMENDATION</b>   | <b>DATE DUE</b> | <b>PLAN</b>  | <b>PERSONS/ COMMITTEES RESPONSIBLE</b>  | <b>MILESTONES</b>  | <b>EVALUATION<br/>(Progress Report)<br/>9 November 2016</b>  |
|---|-----------------|--|---|--|--|
| (1) Strengthen the link between the College's strategy for developing and approving new programmes and the information provided for prospective students on its website about those programmes (B1) | January 2017    | <p>1.A. Strengthen communication links between the Website Manager, the Dean of Quality, Standards and Research (who is also Chair of PDEC) and the Dean of Student Experience to ensure that information provided to prospective students on the website is current, reliable and aligned with the College's strategic direction.</p> <p>1.B. Develop strong links between the programme approval and review measures</p> | <p>Dean of Quality &amp; Standards and Research (Academic content).</p> <p>The Director of Student Experience (other web-site related matters).</p> <p>[Heads of Schools (Academic content of programmes in their Schools)]</p> <p>[The Website Manager, in consultation with the College.]</p> <p>[The Principal, who must approve</p> | <p>1.A. The Dean of Quality, Standards and Research, the Director of Student Experience and Heads of Schools systematically review the content of information provided on the Website to ensure that information is accurate and up-to-date.</p> <p>The Website Manager conducts regular audits of programmes and confirms results with the Dean of Quality Standards and Research and the Director of Student Experience.</p> <p>1.B. Activities of the Programme Development and Enhancement</p> | <p>1. A. The Programme Development and Enhancement Committee (PDEC) is effectively meeting the objectives set in the College's Portfolio Development Strategy. Within the PDEC, Heads of Schools, the Dean of Quality, Standards and Research and the Director of Student Experience have specific responsibilities for monitoring periodically the content of programme information provided on the College website.</p> <p>Communication and reporting links have been strengthened between the PDEC and individuals actively engaged in website-related activities: in particular, the Website Manager and the Director of Student Experience.</p> <p>1.B. The College is developing a strategic approach that links the processes of programme approval and review securely to procedures followed to ensure the accuracy of programme</p> |

**ST PATRICK'S INTERNATIONAL COLLEGE**

**ACTION PLAN, 2016-2017**

**QAA HER (PARTIAL REVIEW) SEPTEMBER 2016**

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|  |  | <p>undertaken by the PDEC and procedures to be followed by the Website Manager in confirming and monitoring information provided about new programmes uploaded onto the College's website.</p> <p>1.C. Clarify the sequence required for sign-off procedures and set clear timelines for project completion.</p> <p>1.D. Develop appropriate systems for monitoring and evaluating system effectiveness.</p> | <p>information provided on all programmes before the Website Manager can allow any material to go live.]</p> | <p>Committee (PDEC) are aligned with procedures carried out by the Website Manager in publishing information on the website.</p> <p>1.C. All parties involved are following the sequence agreed for sign-offs in a timely and effective manner.</p> <p>1.D. Robust monitoring systems are in place to identify any gaps in the process and close the loops.</p> | <p>information published on the website. For example, the Website Manager has become a PDEC member and therefore able to contribute input on programme matters in PDEC meetings, and PDEC members now benefit from direct access to the Website Manager's audit reports.</p> <p>1.C. An evaluation of sign-off procedures is currently taking place to ensure that the sequencing of procedures and the timeframes set for programme approval and website publication meet the objectives set out in the College's Portfolio Development Strategy and provide prospective students with accurate information well in advance of term start dates.</p> <p>1. D. A robust system for monitoring the systems effectiveness of strengthened links between the College's Portfolio Development Strategy, PDEC approval and review activities, and the management of programme information on the website is planned for implementation in January 2017. An assessment of its effectiveness will be included in the Annual Programme Monitoring Report, 2016-2017.</p> <p><b>Indicative Evidence</b></p> <ul style="list-style-type: none"> <li>• Portfolio Development Strategy, 2016-2020.</li> </ul> |
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**ST PATRICK'S INTERNATIONAL COLLEGE**

**ACTION PLAN, 2016-2017**

**QAA HER (PARTIAL REVIEW) SEPTEMBER 2016**

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|  |  |  |  |  | <ul style="list-style-type: none"><li>• PDEC Minutes,</li><li>• Website Manager Audits</li><li>• Annual Programme Management Report</li><li>• Diagrammes and flow charts, as appropriate.</li><li>• SMT Minutes</li><li>• Academic Board Minutes</li></ul> |
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**ST PATRICK'S INTERNATIONAL COLLEGE**

**ACTION PLAN, 2016-2017**

**QAA HER (PARTIAL REVIEW) SEPTEMBER 2016**

| Recommendation   | Date Due            | Plan   | Persons Committees Responsible  | Milestones  | Progress Report   |
|--|---------------------|--|---|---|---|
| <p>(2) Improve the clarity and accuracy of the information on the College's website, and, within linked documentation, which sets out the grounds upon which prospective students may lodge an appeal against any admissions decision (B2)</p> | <p>January 2017</p> | <p>2.A. Review critically the information about admissions complaints and appeals currently provided on the College website. Identify shortcomings in procedures and instructions. Amend the document, ensuring statements are accurate and clearly stated.</p> <p>2.B. Inform all staff members about the revisions made to the College's policies and procedures for managing admissions</p> | <p>The Director of Student Experience [in consultation with the Deputy Director of Admissions, the Recruitment Manager, the Website Manager and the Dean of Quality, Standards and Research].</p> | <p>2.A. The critical review of existing information has been completed. Gaps have been identified and loops closed. Procedures for lodging admissions complaints and appeals are detailed and clearly stated on the website and linked documents.</p> <p>2.B. All Staff members are informed periodically about changes introduced in the College's policies and procedures for handling admissions</p> | <p>2.A. The document "Admissions Feedback, Complaints and Appeals" has been revised and uploaded onto the College website. The revised version has been available on the College website since October 2016 and can be found in "Quick Links" under the heading, "St Patrick's Publications and Policies".</p> <p>2.B. Heads of School and Heads of Departments have been asked to review the revised document on the website during the first two weeks of November 2016 and to ensure that staff members in their respective Schools/Departments have been notified about the changes in the College's admissions complaints and appeals policies</p> |

**ST PATRICK'S INTERNATIONAL COLLEGE**

**ACTION PLAN, 2016-2017**

**QAA HER (PARTIAL REVIEW) SEPTEMBER 2016**

|  |   |  |   |   |
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|  | <p>complaints and appeals.</p> <p>2.C. Develop and operationalise a robust system for monitoring and evaluating procedures for admissions complaints and appeals to ensure they remain fit-for-purpose. Use the information gained to enhance prospective students' experiences of the College's approach to admissions and recruitment .</p> |  | <p>complaints and appeals.</p> <p>2.C. A robust system for monitoring and evaluating the effectiveness of admissions appeals and complaints procedures is securely in place. Accurate records are maintained; results are analysed, and feedback from prospective students is collected and reviewed.</p> <p>Recommendations from stake holders are used to enhance the admissions process.</p> | <p>and procedures in place for 2016-2017.</p> <p>2.C. A survey of prospective students who applied for admission in October will be undertaken in November-December 2016. Results will be analysed and presented to SMT for review and recommendation by the Director of Student Experience in January 2017.</p> <p><b>Indicative Evidence:</b></p> <ul style="list-style-type: none"> <li>• Revised procedures for admissions Complaints and Appeals, published on the College's website in Autumn 2016.</li> <li>• The Director of Student Experience's Report on the Survey undertaken to canvass the opinions of prospective students applying for admission in October 2016.</li> <li>• Records of formal admissions complaints made by prospective students in 2016-2017.</li> <li>• SMT Minutes</li> <li>• Leadership Forum Notes</li> <li>• SELT Minutes</li> </ul> |
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**ST PATRICK'S INTERNATIONAL COLLEGE**

**ACTION PLAN, 2016-2017**

**QAA HER (PARTIAL REVIEW) SEPTEMBER 2016**

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|--|--------------|---|---|--|--|
| (3) Put in place a co-ordinated approach to providing timely guidance for students about their opportunities for continuing their higher education studies beyond HND level (B4) | January 2017 | <p>3.A. Collect information on opportunities for continuing HE study retained by academics within Schools, taking staff members' and student feedback into account.</p> <p>3.B. On the basis of findings, produce a list of HE providers who have taken St Patrick's students in the past, together with any conditional factors noted. Ensure that the information collected is shared across all Schools.</p> | <p>The Dean of Quality, Standards and Research [in consultation with Heads of Schools and the Head of DALE].</p> <p>The Director of Student Experience [in consultation with the Student Experience Team, the Student Council and Personnel involved in Careers and Employability Services].</p> <p>[SMT]</p> | <p>3.A. All Schools have access to Information collected in individual Schools about opportunities for further HE study. Details are updated and shared across all Schools on a regular basis.</p> <p>3.B. A composite list for further HE opportunities, together with academic requirements for entry (if any) has been produced by the Student Experience Department and is updated periodically.</p> | <p>3.A. The Dean of Quality, Standards and Research has requested information from all Schools and is currently preparing a report on further opportunities for Higher Education for distribution and discussion in the Leadership Forum Meeting on 1<sup>st</sup> December, 2016.</p> <p>The College is currently exploring possibilities with Arden University for delivering Top-Up degrees in 2017.</p> <p>3.B. On the basis of the information collected under 3.A, the Student Experience Department will produce a composite list of opportunities available to pursue further HE studies, particularly for HE top-up degrees in December 2016. The list will also include information about additional academic entry requirements in effect in some institutions for top-up degrees (for example, a prospective student must have obtained an HND, plus a mark of Merit in five units.)</p> <p>3.C. The College's academic skills</p> |

**ST PATRICK'S INTERNATIONAL COLLEGE**

**ACTION PLAN, 2016-2017**

**QAA HER (PARTIAL REVIEW) SEPTEMBER 2016**

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|  | <p>3.C. Develop a series of skills-focused workshops aimed at preparing students for entering higher level HE programmes,</p> <p>3.D. Formalise and strengthen advisory arrangements that currently exist by centralising the provision, either by placing it under the remit of the College's Careers' Services and Employability Provision or by delegating advisory responsibilities to a</p> |  | <p>3.C. All students have access to a series of planned workshops in each term aimed at providing them with the academic and team-working skills required to meet the requirements of further HE opportunities (e.g., analytical skills for top-up degrees).</p> <p>3.D. The College has implemented a co-ordinated and consistent approach to providing information to students about continuing HE studies beyond HND level.</p> | <p>department, known as DALE provides a number of planned workshops focused upon strengthening academic skills, as does the Student Experience Department. Students have provided positive feedback on workshop content. The milestone set in 3.C. has been met, but considerable efforts are being made to enhance the value of the offering.</p> <p>3.D. The College is currently developing a co-ordinated approach aimed at providing students with information about opportunities for HE study past the HND qualification. SMT members recognise the importance of establishing a centre where students from all Schools can obtain information about further opportunities for HE study.</p> <p>At the current time, decisions have yet to be made as to whether this advisory function will be placed under the remit of the Careers Department or will function as a separate unit. Decisions will be made by SMT in December 2016.</p> |
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**ST PATRICK'S INTERNATIONAL COLLEGE**

**ACTION PLAN, 2016-2017**

**QAA HER (PARTIAL REVIEW) SEPTEMBER 2016**

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|  |  | <p>designated alternative.</p> <p>3.E. Brief staff members and Student Council Officers about the new advisory service available for students wishing to pursue further HE opportunities.</p> |  | <p>3.E. Briefing sessions on further HE opportunities take place periodically to ensure that staff members, Student Council Officers and students within the College are aware of the new HE Advisory service that the College provides for students wishing to progress further in Higher Education.</p> | <p>3.E. Briefing sessions are planned for all staff members in January 2017, after mechanisms have been confirmed</p> <p><b>Indicative Evidence:</b></p> <ul style="list-style-type: none"> <li>• List of opportunities for further HE study – particularly top up degrees – and proof that the register is updated regularly.</li> <li>• Information regarding the establishment of the centralised body that will collect and disseminate the information.</li> <li>• Induction sessions</li> <li>• Examples of advice and the timings given</li> <li>• Feedback from students in surveys.</li> <li>• Records of the number of students using the service, together with specific feedback, if any.</li> </ul> |
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**ST PATRICK'S INTERNATIONAL COLLEGE**

**ACTION PLAN, 2016-2017**

**QAA HER (PARTIAL REVIEW) SEPTEMBER 2016**

| Recommendation  | Date Due     | Plan  | Persons Committees Responsible  | Milestones   | Progress Report  |
|---|--------------|---|---|--|--|
| (4) Implement strategic college-wide monitoring and evaluation of Heads of Schools' academic appeals decisions (B9) | January 2017 | <p>4.A. Collect information from Heads of Schools about the processes and procedures currently operating for students to appeal academic decisions (against the mark) within each School.</p> <p>4.B. Evaluate the findings, identifying good practice and areas in need of improvement within individual Schools. Use the information gained to standardise procedures for rendering</p> | <p>The Dean of Quality, Policy and Research [in consultation with the Dean of Teaching and Learning; the Vice Principal, the Quality Manager]</p> <p>[SELT]</p> | <p>4.A. The Dean of Quality, Standards and Research has collected and analysed the information provided by Heads of Schools.</p> <p>4.B. On the basis of findings, procedures for academic appeals have been standardised across all Schools, and a College-wide monitoring system has been developed to evaluate arrangements and</p> | <p>4.A. The Dean of Quality, Standards and Research is currently in the process of collecting information from all Heads of Schools regarding processes and procedures for addressing and resolving Academic Appeals (appeals against the mark). Data collection will be completed in November 2016.</p> <p>4.B. Sufficient data has already been obtained through the analyses of sampled work collected as evidence in the QAA HER2 (Partial Review) to support her recommendation to develop a College-wide system for monitoring academic appeals, with capabilities for evaluating the effectiveness of processes and procedures in place and insuring that decisions made are free of bias to students registered on all programmes.</p> |

**ST PATRICK'S INTERNATIONAL COLLEGE**

**ACTION PLAN, 2016-2017**

**QAA HER (PARTIAL REVIEW) SEPTEMBER 2016**

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|  | <p>decisions, recording outcomes and providing feedback to students across the College.</p> <p>4.C. Implement strategic college-wide monitoring to ensure all academic appeals against grades are handled in a similar manner and results recorded and evaluated consistently and periodically across the College.</p> |  | <p>the process of standardisation taking place within each School.</p> <p>4.C. The SMT has adopted a strategic approach to monitoring procedures for academic appeals across all Schools, and a robust monitoring system is in place for evaluating the appropriateness of decisions rendered.</p> | <p>A College wide-system is currently under development, and, subject to the approval of SMT and the Academic Board in December 2016 will be rolled out across all Schools in in January 2017.</p> <p>4.C. The monitoring system set in place in January 2017 will be reviewed by the Dean of Quality, Standards and Research in Spring 2017 to ensure that a consistent approach is taken in respect of judgments made about academic appeals across the College.</p> <p>Indicative Evidence</p> <ul style="list-style-type: none"> <li>• Dean of Quality, Standards and Research's report to SMT, based upon findings collected from each School and recommendations made in response.</li> <li>• Samples of student work illustrating the process from start to finish.</li> <li>• Guidelines for developing the new system and evidence of implementation within each School.</li> <li>• Leadership Forum notes.</li> <li>• SMT Minutes</li> </ul> |
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**ST PATRICK'S INTERNATIONAL COLLEGE**

**ACTION PLAN, 2016-2017**

**QAA HER (PARTIAL REVIEW) SEPTEMBER 2016**

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|  |  |  |  |  | <ul style="list-style-type: none"><li>• SELT minutes.</li><li>• Dean's report to SMT and to the Academic Board regarding the systems effectiveness, June 2017.</li></ul> |
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**ST PATRICK'S INTERNATIONAL COLLEGE**

**ACTION PLAN, 2016-2017**

**QAA HER (PARTIAL REVIEW) SEPTEMBER 2016**

| Recommendation   | Date Due  | Plan   | Persons Committees Responsible  | Milestones  | Progress Report   |
|--|-----------|--|---|---|---|
| (5) Develop the approach to the analysis of progression, retention and achievement data at a cross-college level to strengthen strategic oversight of the College's academic provision. (B3) | July 2017 | 5 A. Critically review the College's current approach to the production of progression, retention and achievement data across all Schools to identify gaps and/or anomalies arising in respect of data presentation, recording and analysis. | The Data Analyst and the Vice Principal, [in consultation with the Principal, and the Dean of Teaching and Learning]. | 5.A. On the basis of discussions with the Data Analyst and an analysis of the information collection system, the Vice Principal and the Dean of Teaching and Learning have undertaken a critical review of the College's approach to data collection, presentation and analysis. Gaps and anomalies have been identified and reported to the SMT. | <p>5.A. The Data Analyst has confirmed to the Dean of Quality, Standards and Research that the present data collection system (Advanced Excel) has substantial capability for collecting and recording progression, retention and achievement data at cross-College levels: including, but not limited to, individual results on programmes by term within Schools; annual results; comparisons across cohorts; comparisons over time across Schools; identities of Internal Verifiers, and performance results of students taught by different lecturers on the same unit.</p> <p>The Data Analyst also analyses results and produces a variety of reports for direct review by the Vice Principal and to SMT on a regular and systematic basis.</p> <p>In turn, SMT reviews of results has strengthened the College's strategic oversight of academic provision and generated initiatives aimed at improving student prospects for progression and retention. The College's revised, robust</p> |

**ST PATRICK'S INTERNATIONAL COLLEGE**

**ACTION PLAN, 2016-2017**

**QAA HER (PARTIAL REVIEW) SEPTEMBER 2016**

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|  |  | <p>5.B. On the basis of information gained, identify formally the categories of data that will be required to strengthen the SMT's strategic oversight of the</p> |  | <p>5.B. The SMT has used the recommendations for improvement made by the Vice Principal and the Dean of Teaching and Learning to strengthen the College's strategic</p> | <p>requirements for admissions, attendance, and progression are deemed to be particularly important.</p> <p>The Vice Principal and the Dean of Teaching and Learning, in consultation with the Principal, are currently undertaking a critical review of the College's current approach to analysing and evaluating progression and retention data, with a view to finding a balance between the expectations associated with Widening Participation and the requirements (benchmarks) set for completion and withdrawals set by UK Regulatory Bodies. The Review is scheduled for completion in December 2016. Results and recommendations for improvement will be reported to SMT and to the Academic Board in January-February 2017.</p> <p>5.B and 5.C. Steps will proceed from the recommendations made by the Principal, the Vice Principal and the Dean of Learning and Teaching in January 2017 and will be implemented in Spring 2017.</p> |
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**ST PATRICK'S INTERNATIONAL COLLEGE**

**ACTION PLAN, 2016-2017**

**QAA HER (PARTIAL REVIEW) SEPTEMBER 2016**

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|  | College's academic provision.  |  | oversight of academic provision.   |  |
|  | 5.C. Develop and implement the revised system across the College in 2016-2017. |  | 5.C. Systems of presentation and approaches to recording and analysing progression and retention data have been upgraded. Knowledge gained on a termly and annual basis is used to identify the performance trends of students over time within Schools, across the College, by cohort. On the basis of information gained benchmarks for measuring performance have been established. |  |
|  | 5D. Monitor, review and compare results across Schools on a                    |  | 5.D. Monitoring mechanisms for ensuring the system's   | 5.D. The systems' effectiveness will be reviewed in June 2017 with the aims of closing gaps in the provision and ensuring that the system developed is fit for purpose |

**ST PATRICK'S INTERNATIONAL COLLEGE**

**ACTION PLAN, 2016-2017**

**QAA HER (PARTIAL REVIEW) SEPTEMBER 2016**

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|  | <p>termly and annual basis to identify trends in achievement as well as underperformance.</p> <p>On the basis of information gained, assess and improve the effectiveness of the strategic initiatives currently advocated by the SMT to improve student prospects for progression and obtaining their qualifications.</p> |  | <p>effectiveness function effectively and are embedded within the College's internal quality structures.</p> | <p>and that results obtained can be used to inform and to strengthen the College's strategic oversight of its academic provision.</p> <p>Indicative evidence:</p> <ul style="list-style-type: none"> <li>• Reporting features required for the presentation of progression, retention, and achievement data on a periodic basis (i.e., the categories required for analysis.</li> <li>• Samples of comparative analysis of data sets collected illustrating the breadth and depth of evidence collection, analyses and syntheses.</li> <li>• Evidence that student performance has improved as a result of strategic initiatives introduced by SMT as a response to in-depth reviews of performance data undertaken.</li> <li>• SMT minutes</li> <li>• Leadership Forum notes</li> <li>• Academic Board minutes</li> </ul> |
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**ST PATRICK'S INTERNATIONAL COLLEGE**

**ACTION PLAN, 2016-2017**

**QAA HER (PARTIAL REVIEW) SEPTEMBER 2016**

**PLANS FOR ENHANCING GOOD PRACTICE**

| Good Practice  | Date Due       | Plan  | Persons Committees Responsible   | Milestones  | Progress Report  |
|--|----------------|---|--|---|--|
| <p>(1) The individualised support for students provided by academic and support staff (B3, B4 and B6).</p> | <p>Ongoing</p> | <p>1.A. Collect detailed, information about the categories and levels of academic and pastoral support currently provided to individual students in Schools and Departments, and share results across the College.</p> <p>1.B. On the basis of information gained, integrate responsibilities for supporting individual students academically and time spent with individual students</p> | <p>The Vice Principal, [in consultation with the Dean of Teaching and Learning; Heads of Schools, the Director of Student Services]</p> <p>[SMT]</p> | <p>1.A. Heads of Schools/ Departments have compiled data on the categories of individualised support provided to students and the length of time spent in one-to-one sessions, and shared the information collected with Heads of other Schools.</p> <p>1.B. Time allocations for individual one-to-one support have been integrated into lecturers' workloads, ensuring that students have specific times to seek assistance and</p> | <p>1.A. Within the current system, the level of individualised support provided to students is very high, in respect of academic and pastoral matters. Until now, results have been generalised and time spent helping individual students has not been formally recorded nor used in any strategically significant way. As of November 2016, SMT has requested Heads of Schools/Departments to provide detailed information regarding the time spent in helping individuals outside of class time.</p> <p>1.B. Once the information has been shared across Schools, realistic estimates of time spent helping individuals and the types of assistance students are seeking will be integrated into Lecturers' workloads, thereby providing a more realistic picture of the hours Lecturers spend working with students in St Patrick's College.</p> |



**ST PATRICK'S INTERNATIONAL COLLEGE**

**ACTION PLAN, 2016-2017**

**QAA HER (PARTIAL REVIEW) SEPTEMBER 2016**

|  |  |  |  |   |  |
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|  |  | <p>into lecturers' workloads in a more uniform way across the College</p> <p>1.C. Evaluate the effectiveness of individualised support in respect of student performance and attendance.</p> <p>1.D. Use the information gained to inform the College's strategic approach to progression and retention.</p> |  | <p>one-to-one sessions add value to their learning experiences.</p> <p>1.C. Performance results of students making the most frequent use of individualised support have been evaluated to assess the extent current approaches to individual support are effective.</p> <p>1.D. Results have been used to inform the College's strategic approach to improving student performance.</p> | <p>1.C. In 2017, a research study will be undertaken. Focus will be placed upon analysing the performance results of the students seeking individual help most frequently to assess the effectiveness of giving students opportunities for continuous one-to-one sessions. Findings and recommendations will be presented to SMT.</p> <p>1.D. Results gained in the study will inform strategic approaches taken to improve student prospects for completing their qualifications. It may well be that one-to-one sessions do not benefit student experiences sufficiently as much as previously supposed and that other additional mechanisms should be considered.</p> |
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**ST PATRICK'S INTERNATIONAL COLLEGE**

**ACTION PLAN, 2016-2017**

**QAA HER (PARTIAL REVIEW) SEPTEMBER 2016**

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|---|----------------|--|---|---|---|
| <p>(2) The extensive opportunities to engage students as partners in the assurance of their educational experience, including the Student Council (B5).</p> | <p>Ongoing</p> | <p>2.A. Amplify and deepen the range of opportunities available for students to engage as partners in assuring their educational experience.</p> <p>2.B. Increase levels of student participation in the key committees.</p> <p>2.C. Generate more opportunities for students to explore practical opportunities, focused upon improving</p> | <p>The Director of Student Experience (Student Activities) and The Dean of Quality, Standards and Research (Academic Committees)</p> <p>[in consultation with Student Council Officers and Class Representatives]</p> | <p>2.A. In 2017, the range of opportunities open to students has been broadened and deepened in respect of participation in academic and non-academic at College, School and Departmental levels.</p> <p>2.B. Students contribute actively to discussions taken place and help to shape decisions in key committees.</p> <p>2.C. The Student Experience department and DALE have intensified efforts to improve prospects for employability</p> | <p>2.A. In Spring of 2017, concerted efforts will be made to amplify the range of student opportunities to become more actively involved in shaping their learning experiences.</p> <p>2.B. As members of the Academic Board, PDEC and SELT, student representatives are encouraged to participate pro-actively in meetings. In addition, Student Council Officers now meet with the Principal regularly to discuss issues relating to the student body. As an incentive, the College has budgeted for the expenses incurred in attending sessions.</p> <p>2.C. The College's strategic approach to providing students with skills workshops is currently working effectively, but a review of current approaches taken is requisite to identify any gaps in the provision. One gap arising at the moment regards practical dimensions, particularly employability, and</p> |
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**ST PATRICK'S INTERNATIONAL COLLEGE**

**ACTION PLAN, 2016-2017**

**QAA HER (PARTIAL REVIEW) SEPTEMBER 2016**

|  |  |  |  |  |   |
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|  |  | <p>employability. .</p> <p>2.D. Gain feedback from students as to how the College can improve prospects for student contributions and engagements at all levels as partners actively contributing to enhancing their learning experiences.</p> |  | <p>through active participation in skills workshops and sessions with potential employers and guest lectures.</p> <p>2.D.Students provide feedback periodically on the effectiveness of the College's approach to ensure students have a partnership role in enhancing their learning opportunities.</p> | <p>the requirement for students to understand employers. In Spring 2017, plans are in place to strengthen activities in this area.</p> <p>2.D. SMT needs to understand more clearly what part students really want to play in enhancing their learning opportunities in order to plan strategically in this area. As the College's students are primarily mature individuals from widening participation backgrounds, with other priorities, it is not really evident how best they can contribute to enhancing the quality of their educational experiences.</p> |
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