

This Action Plan was compiled in response to the QAA Institutional Review at the University of Salford in June 2013.

The Action Plan was approved by the University's Executive Board and Learning, Teaching and Enhancement Committee (LTEC) on behalf of Senate. They also monitor the completion of actions on an ongoing basis. An updated Action Plan was approved by LTEC on 19 November 2014.

Please direct any queries in relation to the Action Plan to Gill Molyneaux, Executive Policy Officer, telephone 0161 295 3250 / email g.molyneaux@salford.ac.uk

Recommendation	Report Paragraph	Owner	Completion Date	Update November 2014	
Quality of learning opportunities: Learning resources					
1.	By the beginning of the 2013-14 academic year, develop and implement, in concert with student representatives, a comprehensive action plan to monitor and mitigate the impact on student learning opportunities of the programme closures recently agreed.	2.6	Interim PVC Learning & Teaching	October 2013	<ul style="list-style-type: none"> Formulation of the action plan is complete regarding programmes withdrawn in Languages. Those programmes subject to withdrawal are now located in Salford Languages under the leadership of the former Head of the home academic school. In addition to existing quality assurance processes, a report on the teach-out process is submitted to the University's Learning, Teaching and Enhancement Committee each semester. In addition revised programme withdrawal arrangements are in place which prioritise students' learning opportunities. This includes monitoring the teach-out process via the Programme Monitoring and Enhancement Procedure (formerly Annual Programme Monitoring and Enhancement).
2.	By the end of the 2013-14 academic year, or the next occasion on which such a development is undertaken (whichever is sooner), revise its	2.5	Registrar	January 2014	<ul style="list-style-type: none"> A new approach to major IT developments has been adopted as exemplified through the establishment of an IT Strategy Group which has the enhancement of the student experience as its key priority. The group will produce an Information Technology

	approach to the design and implementation of large-scale developments in information technology so as to further prioritise the interests of students.				<p>Strategy focussing on areas including learning and teaching, student experience, staff experience and business systems and communication.</p> <ul style="list-style-type: none"> • New criteria, based on the established Investor model for capital projects, are in development and will be used to prioritise IT projects going forward.
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Quality of learning opportunities: Supporting disabled students

3.	By the beginning of 2014, ensure that all staff who are responsible for teaching or supporting students with disabilities have a full understanding of students' individual learning plans and how these plans are to be implemented.	2.23	Head of Academic Development, Associate Director: Student Services	Toolkit development by January 2014, pilot during semester 2 2013/14, full launch for AY 14/15	<ul style="list-style-type: none"> • A Disability and Learner Support toolkit has been developed and is available to all staff via the institutional VLE.
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Affirmations

The QAA review team affirmed the following actions that the University of Salford is already taking to make academic standards secure and/or improve the educational provision offered to its students:

Affirmation	Report Paragraph	Owner	Completion Date	Update November 2014
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Academic standards: Assessment and standards

1.	The embedding of the Assessment Handbook in staff development activities	1.15	Interim PVC Learning & Teaching, Head of Academic Development	June 2014	<ul style="list-style-type: none"> • Staff development sessions, derived from the Assessment Handbook, have been delivered in a targeted way to support Schools and programme teams to improve student satisfaction with assessment and feedback. The Handbook is subject to revision and updating in 2014/15 as part of a set of resources to support the institutional 'academic improvement' sub-strategy. (See also features of good practice, item 1.)
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Quality of learning opportunities: Management information is used to improve quality and standards/Supporting postgraduate research students

2.	The work now underway to collect, analyse and disseminate management information about taught and postgraduate research students	2.11 2.29	Research Committee	AY 2014/15	<ul style="list-style-type: none"> • The University is currently revising its key performance indicators and has included PGR completion rates for both full and part time students. These are reported quarterly at institutional and School level. • PGT numbers are reported at institutional and School level within the student information reporting model. • The Management Information Project has plans to develop new institutional and School level reporting models which will include measures relating to PGT and PGR student numbers and performance. • In relation to PGR students, regular progression point and completion forecast reports are produced and disseminated to key contacts in Schools. These reports are submitted to Research Committee on a quarterly basis. • Action to devise a parallel APME process for PGR students was initiated but implementation has been temporarily suspended following the introduction of a new monitoring system for taught programmes – Programme Monitoring and Enhancement Procedure. A PGR PMEP is in development and will be introduced in 2015/16. • To supplement internal management information the University now undertakes PTES and PRES. • New Qlikview screens have been developed to support programme leaders/teams in creating and monitoring programme action logs as part of the new PMEP.
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Quality of learning opportunities: Flexible, distributed and e-learning

3.	The implementation of plans to further develop the virtual learning environment as a learning resource, including the role of the Technology Enhanced Learning Champions	2.34	Head of Academic Development, Chief Information Officer	Draft staff development plan to be circulated to Schools mid-October 2013.	<ul style="list-style-type: none"> The TEL champion network continues to meet. Two Learning Technologists appointed in September 2014 are now re-invigorating the network, informed by TEL champions' feedback. In 2014/15 enhanced requirements for Blackboard module sites are being developed. The ADU is also offering bespoke VLE 'health checks' to module and programme teams.
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Quality of learning opportunities: Work-based and placement learning

4.	The prosecution of the action plan arising from the academic audit of support for placements and internships, as well as other planned activities in this area including the development of a network of, and training for, placement tutors	2.38	Head of Career Development & Employment	<p>Templates developed</p> <p>Delivery of training and establishment of staff network by August 2014</p>	<ul style="list-style-type: none"> Existing online templates and tools for placement tutors have been complemented by additional resources in the VLE. Training for placement tutors and staff involved in placement activity was piloted in April 2014 and is now being rolled out. Three training sessions per year will be delivered in the first instance; the content and frequency will be kept under review. An institutional email network has been created, managed by Careers and Employability. In addition, bespoke networks are supported according to discipline-specific needs. Further development of the network will be undertaken following rollout of the training programme referred to above.
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Public information

5.	The implementation of the plan for the production of students' timetables for 2013-14	3.3	Director of Student Administration	Completed 30 September 2013	<ul style="list-style-type: none"> Action complete. Action is continuing in the form of dedicated and strengthened staffing, refined processes and a project to renew the student information system.
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Features of good practice

The QAA review team identified the following **features of good practice at the University:**

1.	The role of ASPIRES in guiding and promoting enhancement activities	2.3 & 4.2	Learning, Teaching and Enhancement Committee	On-going	<ul style="list-style-type: none">• The University's new Strategic Plan is to be delivered via four sub-strategies, of which two speak directly to the ASPIRES themes: (i) academic improvement and (ii) academic growth and diversification. Business plans for each sub-strategy are in development and will directly support a new Learning and Teaching Experience for Student Success Strategy which will replace ASPIRES by 2015/16.• School performance targets for academic improvement and growth to 2017/18 have been set and will be monitored via the established planning cycle and Council.
2.	The University's approach to enhancing students' employability	2.17	Acting Director of Student Life, Head of Career Development and Employment	On-going	<ul style="list-style-type: none">• A review of co-curricular and employability activity has been carried out. Within the re-alignment of professional services to support delivery of the aims of the Strategic Plan, it is proposed that employability hubs are established through which all students can access development provision, tailored to the local needs of the disciplines.• Academic improvement targets have been set in respect of employability as measured by DLHE data.• Programme teams continue to be supported to embed employability skills and work-related learning opportunities within the curriculum in a variety of established and innovative ways.