

## Updated Action Plan in response to the QAA Higher Education Review of HIC

HER Report – point identified	Action	Target date	Lead responsibility	Success indicator/evaluation	Status Update (U) and Proposed Activities (P)
<b>Good Practice</b>					
<p>The continuity of staff involvement in the personal and academic development of students throughout their learning journey at the college and university (para 2.28) (B4)</p>	<p>A.1 Continue to provide students with high levels of support</p> <p>A.2 Provide access to staff development opportunities</p>	<p>Sept 2017</p>	<p>CDP DASS</p>	<p>S.1 Regular reports on student outcomes to demonstrate high levels of success</p> <p>S.2 improved student satisfaction and student outcome metrics</p> <p>S.3 Exchange and dissemination of effective practice is strongly in evidence through cross College/University/Navitas boards and committees</p> <p>S.4 Positive outcomes outlined in observation of teaching reports</p>	<p>U.1 HIC offers drop-in sessions in Physics, Mathematics, Accounting, Economics and English</p> <p>U.2 DASS/MAS hold Academic Review Meetings with students that have struggled in mid-terms to provide advice and support</p> <p>U.3 Study and Exam skills materials are provided on the HIC Information Hub.</p> <p>P.1 Offer drop-in sessions in Study Skills and Exam Skills</p> <p>P.2 Provide an Online recording of the Exam Skills Workshop on the HIC Information Hub.</p> <p>P.3 implementation of action plan improving net promotor score</p> <p>U.4 Teaching staff have access to a wide range of academic skills training sessions at the University.</p> <p>U.5 Navitas Learning &amp; Teaching offers a range of Online Training Sessions and teaching resources for tutors</p> <p>P.3 Encourage all teaching staff to apply for Higher Education Academy</p>

					(HEA) certification through the University
The work with the University in managing and supporting student transitions which enables students to progress effectively (para 2.29) (B4)	A.3 Continue to undertake transition and engagement activities for students progressing to the University	Sept 2017	CDP DASS	S.4 Schedule of embedding student engagement opportunities for transition to University indicates progress to target S.5 Exchange and dissemination of these initiatives is conducted through the Navitas Learning and teaching Forum	U.6 HIC organised a CV Workshop for Integrated First Year students during the 1703 semester. U.7 Foundation students attend the University Open Days to find out more about their degree programmes and meet the Admission/Programme Tutors. U.8 Transition events are organised for the First Year Business students at the Business School. U.9 Hertfordshire Business School staff held an information session for the Pre-Masters in Business students at HIC.  P.4 Work with the Collaborative Partnership Leader (CPL) from each School to organise an annual transition event for Foundation & Pre-Masters students.
The broad range of activities that recognise and use cultural difference in a particularly effective way to strengthen internationalisation (para 2.30 ) (B4)	A.4 Continue to support the Internationalisation agenda that promotes diversity across the College and wider University	Sept 2017	CDP DASS DMA	S.6 Schedule staff development workshops S.7 Events will promote cultural awareness across the wider student body	U.10 HIC Welcome Events provide an opportunity for students to find out more about the culture of the UK and other countries and meet other students. U.11 Visits to historical places of interest like Dover Castle, Leeds Castle

					<p>and Cambridge increases the cultural awareness of students.</p> <p>U.12 A wide range of cultural activities are provided by the 100+ faith, music, social, ethnic/national and dance societies at the University.</p> <p>P.5 Encourage students to participate in the International Events organised at the University</p> <p>P.6 Arrange for HIC students to participate in the University's International Orientation Programme.</p>
<p>The creation of an environment through a range of initiatives that fosters self-help and mutual support among students at all levels (para 2.38) (B5)</p>	<p>A.5 Ensure that the College Enhancement Team is kept abreast of innovations and developments in student support activities</p>	<p>Sept 2017</p>	<p>DASS</p>	<p>S.1 Regular reports on student outcomes to demonstrate high levels of success</p> <p>S.2 Exchange and dissemination of effective practice is strongly in evidence through cross College/University/Navitas boards and committees</p>	<p>U.13 HIC teaching and office staff keep abreast of developments in student support activities through the regular Navitas Learning &amp; Teaching Bulletins and the conference papers, video clips and other materials that are available on the Navitas Learning &amp; Teaching website.</p> <p>U.14 Exchange and dissemination of effective practice takes place through the HIC Teachers' Forum, Navitas DASS Forum and HIC/UH Academic &amp; Operational Advisory Committee (AOAC).</p> <p>P.8 Add a session on "Innovation and Developments in Student Support" to the CET agenda at least once every semester.</p>

	<p>A.6 Encourage the student voice to be heard across the College boards and committees</p>				<p>U.15 The Student Forum consists of Student Representatives from all HIC programmes and meets twice every semester to provide feedback to management and receive a report from the Senior Management Team on the actions taken to address the issues raised.</p> <p>U.16 The student body is represented on the College Enhancement Team and the College Learning and Teaching Board. Feedback provided is collated into an action plan so that managers can resolve the issues.</p> <p>P.9 Encourage Student Representatives to engage more actively with their colleagues in the collation of student feedback for the Student Forum.</p>
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