

Royal Academy of Dance
QAA Higher Education Review (Alternative Providers)
Action Plan (June 2017-June 2018)

	Findings	Actions to be taken	Date for completion	Action by	Success indicators	Progress (add date of review)
Good Practice						
1.	QAA HER The individualised and pro-active study support provided to students, including those on placement, which enables students' academic and professional development (Expectation B4)	1.1 Undertake self-assessment of current good practice against <i>Inclusive Teaching and Learning in Higher Education as a Route to Excellence (Department for Education (DfE))</i>	June 2018	Head of Learning and Teaching/ Student Support Officer	Continued good practice in line with the RAD's Equality, Diversity and Inclusion Policy and current government guidance.	Completed: June 2018
		1.2 Provide a shadowing/mentoring system for staff which addresses learning, teaching and assessment in Higher Education to enhance the academic achievement and experience of students.	June 2018	Dean	Academic staff are confident in supporting students in all aspects of their studies.	Completed: June 2012

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2.	The wide range of placement opportunities which effectively enhance students' employability (Expectation B4).	2.1 Introduce twilight sessions to support students entering the employment market, inviting industry professionals where appropriate.	June 2018	Dean/ Head of Learning and Teaching	Students are better prepared for the full range of career options; evidence by feedback through MEQs	Completed: June 2018
3.	The institutional commitment to supporting staff research and scholarly activity which effectively informs programme development and delivery (Enhancement).	3.1 Pursue avenues for dissemination of good practice across the Faculty of Education.	June 2018	Head of Research/ Dean	Staff research disseminated through: <ul style="list-style-type: none"> • Focus on Education • In-house presentations to FoE colleagues and students. 	Completed: November 2017, March 2018
		3.2 Work with partnership organisations to provide opportunities for sharing	June 2018	Head of Research	Established links with partnership	Completed: January 2018

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		research outcomes in relation to learning and teaching in Higher Education and programme development.			organisations both within the UK and internationally to promote sharing of Best Practice in programme development and delivery.	
		3.3 Provide a mentoring system for staff in expectations of learning and teaching in Higher Education, in support of student achievement and experience.	June 2018	Dean	Increased staff engagement with QAA Code of Practice (Enhancement). Positive student feedback regarding learning and teaching opportunities, evidence by feedback through MEQs.	Completed: November 2017 and throughout academic year 2017-2018
Affirmations						
4	The action being taken to support	4.1 Make mechanisms for raising issues more	September 2017	Programme Managers	Increased student	Completed: September 2017

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	students' understanding of the mechanisms through which they can raise issues and receive responses in a timely and effective fashion (Expectation B5).	visible (Student Issues and Concerns flow-chart) as part of Programme Inductions and Programme Handbooks.			understanding of how Issues and Concerns can be raised.	
		4.2 Trial a generic student feedback email address (studentfeedback@rad.org.uk) to be serviced by the Dean.	December 2017	Dean	Students have an additional channel of communication through which to raise issues and receive timely feedback or guidance. NSS Satisfaction scores improved.	Completed: November 2017
		4.3 Promote engagement with Student Staff Liaison Committee (SSLC) as part of Programme Inductions, Student Representative training and Group Tutorials.	July 2018	Programme Managers/ Dean	Improved attendance and participation at Student Staff Liaison Committee.	Completed: July 2018

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		4.4 Introduce a “You said/we did” section on the VLE which is regularly populated and updated.	December 2017	Programme Managers/ Dean	NSS Satisfaction scores improved.	Completed: September 2017
5.	The steps being taken to support students’ understanding of different types of assessment feedback, and further develop assessment literacy (Expectation B6).	5.1 Provide regular assessment literacy Group Tutorials.	Two per semester	Programme Managers/ Level Co-ordinators	Increased student understanding of assessment literacy, evidenced through MEQ/NSS Satisfaction scores.	Completed July 2018
		5.2 Promote the use of the unit <i>Understanding and Applying Tutor Feedback</i> in the Essential Study Skills module.	October 2017 February 2018	Study Skills Co-ordinator/ Level Co-ordinators	Improved knowledge, understanding and application of tutor feedback. Improved MEQ/NSS Satisfaction scores.	Completed: throughout academic year 2017-2018

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		5.3 Make available Assessment and Examinations Booklet at the start of the Semester rather than mid-way through.	September 2017	Programme Managers	Improved student knowledge and understanding of the expectations of assessments. Improved MEQ/NSS Satisfaction scores.	Completed: throughout academic year 2017-2018
		5.4 Amend summative report pro-forma to add a generic statement that signposts students to information/support in making use of tutor feedback.	December 2017	Head of Learning and Teaching/ Study Skills Co-ordinator	Increased student knowledge, understanding and engagement with all modes of feedback. Improved MEQ/NSS Satisfaction scores.	Completed: December 2017

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Recommendations						
6.	Make explicit, and regularly evaluate, clearly defined targets for the learning and teaching strategy (Expectation B3).	6.1 Learning and Teaching Strategy three-year overarching plan to be drafted and approved at November 2017 Learning and Teaching committee meeting.	November 2017	Head of Learning and Teaching	Clearly defined performance indicators that allow strategic evaluation of the Learning and Teaching Strategy.	Completed: November 2017
7.	Develop institutional mechanisms to provide an annual overview of Higher Education which include an evaluation of comparative data for student achievement and satisfaction (Expectation B8, B5).	7.1 Produce three-year departmental plan to track Faculty of Education contribution to Royal Academy of Dance Corporate Strategy.	December 2017	Director of Education and Training	Clearly defined departmental priorities against Corporate Strategy.	Completed: February 2018, March 2018
		7.2 Annual Statement that includes analysis of student achievement, satisfaction and enhancement across university-validated programmes of study.	March 2018 (report for AY 2016-17), and November meeting of Education Sub-committee in	Dean/ Head of Quality Assurance	Education Sub-committee and other relevant stakeholders fully conversant with student outcomes and satisfaction levels, across	Completed: February 2018, March 2018, April 2018

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			future academic years.		university-validated programmes of study.	
8.	Ensure that the strategy underpinning enhancement initiatives is more clearly defined and supported by specific and measurable targets (Enhancement).	8.1 Create an annual departmental action plan (as an outcome of the Annual Statement and Annual Programme Reviews).	March 2018 (report for AY 2016-17), and November meeting of Education Sub-committee in future academic years.	Dean/ Head of Quality Assurance	Clearly defined departmental priorities and annual actions that strategically drive enhancement.	Completed: February 2018, March 2018

Signed: 

Mr Luke Rittner
 Chief Executive, Royal Academy of Dance

Date: 15th November 2017: Updated September 2018