

This action plan has been written in response to the *Quality Assurance Agency Higher Education Review (Alternative Providers)* report published in April 2017 following a higher education review of the City & Guilds of London Art School in January 2017. The action plan responds to the QAA's identification of three areas of good practice, one recommendation and two affirmations of Art School enhancement projects.

The Art School's first *QAA Review for Educational Oversight* in 2012 facilitated an enhanced approach to review and monitoring, including greater use and engagement with student feedback. Since 2012 the Art School has focused on a strategic approach to enhancement and the QAA Review in 2017 provided a valuable opportunity for the Art School to reflect upon achievements and more clearly articulate its mission and core educational values.

The two *Lead Student Representatives* who wrote the *Student Submission* for the 2017 Review based their findings on interviews with focus groups they organised with

students from all courses. Their time and care in writing the report and their subsequent engagement with the QAA visit is greatly valued by the Art School and their findings have already supported a number of enhancements.

The Art School is also very grateful to recent alumni and industry experts representing the Victoria & Albert Museum; Westminster Abbey; Acme Artists' Studios; Colart; Taylor Pearce and Clyde & Co for their time and engagement in the *Alumni and Industry Panel* meeting with the QAA that took place during the review. Finally we are thankful to our expert Heads of Department, Tutors, Technicians and our Professional Services team for their participation in and commitment to the review.

This Action Plan has been written in consultation with the Lead Student Representatives and has been reviewed at the Student Representatives Forum, Senior Management Team and Academic Board. It sits alongside, complements and interweaves with the Art School's *Strategic Development Plan, Annual Art School Report & Action Plan* and *Programme Monitoring* action plans.

1. The QAA review identified the following feature of **good practice** at City & Guilds of London Art School:  
The distinctive shared staff and student professional practice environment which delivers a high quality learning experience  
(Expectation B3)

Action to be taken	Key dates /Date for completion	Action by	Success Indicators	Reported to
1.1	Continue to develop the learning environment in relation to one of the core aims of the Art School's <i>Strategic Development Plan</i> , to be an acknowledged centre of excellence in our specialist subjects, ensuring that staff professional practice enhances students' learning experiences by:			
1.1.1	Further formalising processes to ensure that recruitment and appointment of new academic and technical staff reflect the importance of active professional practice as well as teaching excellence;	July 2017 Annually reviewed	Vice Principal  Continued high standard of current professional practice across the Art School's teaching and technical team providing learning opportunities for students in the form of projects and professional practice workshops and events captured through annual programme review and individual appraisal review.	Boards of Studies; Senior Management Team; Board of Trustees
1.1.2	Continue to enable a depth of dialogue regarding professional practice through the further embedding and mapping of professional practice at all levels including the roll out of revalidated programmes and the validation of all new programmes;	September 2017  Annually reviewed	Heads of Department  Consistent and thorough embedding of professional practice evident throughout curricula in the form of Professional Practice maps.  Student Feedback indicating the value of professional practice learning.	Boards of Studies; Academic Board
1.1.3	Building upon the success of live projects and external events such as London Craft Week and Winsor & Newton Residencies that enrich and enhance the learning of professional practice, by developing a regular annual programme and ensuring that all events are of the maximum benefit to students and staff;	June 2019  Review June 2018  Annually reviewed	Heads of Department  Senior Management Team  Staff, student and alumni engagement in events. Questionnaires evidencing high quality of events. Engagement of external experts and specialists related to our subjects.  Senior Management Team  Evidence that events are having a positive impact on students' research and professional learning.	Senior Management Team; Boards of Studies; Academic Board; Board of Trustees

1.1.4 Continue to engage staff, students, alumni and external cultural partners in regular consultation and feedback including the review of professional practice projects and events to ensure that they are of the highest relevance and quality.	June 2018	Senior Management Team	Consultation, feedback and suggestions informing future plans and ensuring their relevance.	Senior Management Team; Academic Board,
	Annually reviewed			

2. The QAA review identified the following feature of **good practice** at City & Guilds of London Art School:  
The embedded, multi-tiered and responsive approach to student support, encompassing a range of methodologies to meet the pre- and on-course requirements of all students (Expectations B4 and B2).

Action to be taken	Key dates /Date for completion	Action by	Success Indicators	Reported to
2.1 Ensure the policy and regulatory framework (the <i>Strengthening the Infrastructure Project</i> ) and its implementation embeds Student Support at all levels.	June 2018	Head of Student Support; Academic Registrar; Quality Advisor	Comprehensive mapping of where Student Support is embedded within the Art School's policy and regulations.	Senior Management Team; Boards of Studies; Academic Board,
2.2 Consult with students on the development of student support initiatives through the Head of Student Support joining the Student Representatives Forum for feedback and suggestions.	June 2018	Head of Student Support	Student feedback informing developments of Student Support initiatives.	Student Reps Forum; Academic Board
2.3 Further strategise and formalise the interactions between different staff members to ensure that the embedded and multi tiered approach to Student Support is fully mapped and methodologies are clear to students as well as to each staff member involved.	June 2017 for review and update June 2018	Principal; Head of Student Support	Full process map available on Moodle and in Student Handbooks outlining for students and staff the various processes and interactions that provide support.	Student Life & Experience Working Group; Academic Board
2.4 Interaction with Birmingham City University Student Support to share good practice and consider collaborative initiatives.	June 2018	Head of Student Support	Knowledge exchange leading to smoother processes and scoping of potential collaborative initiatives.	Senior Management Team; Academic Board
2.5 Ensure all institutional knowledge of Student Support best practice, processes and briefings /training is appropriately documented.	September 2017 Annually reviewed	Vice Principal; Head of Student Support	Student experience is unaffected as and when staff changes occur.	Senior Management Team

2.6	Continue with the ongoing training programme of academic staff in areas related to Student Support.	Rolling-programme, annually reviewed	Head of Student Support	Wider dissemination of information to ensure that all regular academic and technical staff are trained in working with students with specific learning requirements.	Senior Management Team; Boards of Studies; Academic Board,
2.7	Maintain the continuous professional development of Head of Student Support and academic staff by enabling attendance at relevant conferences and workshops.	June 2020	Vice Principal	Ensure that Student Support has currency and that models of best practice inform planning and delivery.	Senior Management Team
		Annually reviewed			

3. The QAA review identified the following feature of **good practice** at City & Guilds of London Art School:  
The extensive arrangements for students to engage with industry specialists to support their learning and preparation for future careers (Expectations B4 and B10).

Action to be taken	Key dates /Date for completion	Action by	Success Indicators	Reported to
3.1 Continue to develop working relationships with industry specialists to ensure a range of approaches to student engagement are sustained.	June 2018	Senior Management Team	Annual programme monitoring and Art School Annual Report indicating that industry specialists' engagement is supporting student learning.	Boards of Studies, Academic Board
	Annually reviewed			
3.2 Invite industry specialists to targeted events such as the symposia and round table discussions organised in relation to London Craft Week and other public facing events related to the 'Material Matters' programme.	June 2018	Senior Management Team	Engagement of specialist experts in discussions and events that support student learning.	Senior Management Team
	Annually reviewed	Senior Management Team	Increase in network of industry specialists.	
3.3 Development of a more consistent and strategic alumni network scheme	September 2018	Senior Management Team	Alumni engagement in Art School events that enrich the student learning experience.	Senior Management Team; Academic Board
	Annually reviewed	Senior Management Team	Alumni engagement in networking events to support employability of graduates. Uphold reputation and increase profile of the Art School. Increased number of contactable alumni.	

4. The review made the following **recommendation** to City & Guilds of London Art School by September 2017: Collect and evaluate admissions, retention and achievement data to monitor student academic performance at Art School as well as programme level (Expectation B8).

Action to be taken	Key dates /Date for completion	Action by	Success Indicators	Reported to
4.1 Ensure the systematic collection, presentation and analysis of student data to inform strategic decision making and Annual Programme Monitoring is complete and fully embedded.	September 2017 with full evidence available (APM reports) by December 2017	Senior Management Team	Annual Programme Monitoring Reports evidence more extensive use of data. Art School Annual Academic Report and Action Plan use of data as a key reference.	Boards of Studies; Academic Board
4.2 With one year's experience of providing data for HESA, HEAPES and DLHE, the Art School will assess its current data/information management systems, procedures and practices and identify actions to ensure: continued compliance with legal duties in relation to data management; fulfilment of ISO standards sufficient to UCAS expectations; capacity and compatibility to deliver HESA's Data Futures Programme; and the generation of the appropriate metrics for: annual monitoring; student recruitment purposes; provision of Unistats (KIS); and TEF data. To achieve this the Art School will:				
4.2.1 i Complete the HESA Data Futures preparedness survey;	End of June 2017	Academic Registrar; Librarian	Analysis of the Art School's Data Capabilities to inform the response to the HESA Data Futures return and inform the redesign /commissioning of appropriate systems and procedures.	Senior Management Team
ii Complete the HEDIIP Data Capability project tool-kit;	July 2017			
4.2.2 Confirm unified and standardised set of data meet required standards;	September 2017	Academic Registrar; Librarian	Documentary evidence that the data and information management is at a functional standard that meets QAA expectations that is informing Annual reporting and decision making.	Senior Management Team; Academic Board
4.2.3 Implement the redesign /commissioning of appropriate systems and procedures (identified by 4.2.1) to enhance data /information management to ensure that it is reliable and accurate for both day-to-day administration and external and internal reporting purposes;	September 2018	Academic Registrar; Quality Advisor; Librarian	Improved functioning and standard that prepares the Art School for 2.4 and HESA's Date Futures evidenced through successful application to join the UCAS scheme.	Senior Management Team

4.2.4 Confirm Data /Information Management meets International Organisation for Standardisation (ISO) standards and UCAS undergraduate scheme requirements.	November 2018	Academic Registrar; Quality Advisor; Librarian	Tested confirmation of improved standard.	Senior Management Team; Academic Board
	January 2019		Successful application to join UCAS undergraduate scheme.	



5. The QAA review **affirms** the following actions that the City & Guilds of London Art School is already taking to make academic standards secure and/or improve the educational provision offered to its students:  
The actions being taken to finalise and adopt the revised policies and procedures as detailed in the 'Strengthening of the Infrastructure Project' (Expectations A2.1 and C)

Action to be taken	Key dates /Date for completion	Action by	Success Indicators	Reported to
5.1 Completion of the roll out of Phase 1, including the final approval of a number of policies and codes of practice.	September 2017	Principal; Academic Registrar; Quality Advisor	Fully approved and functioning policy framework and academic regulations	Boards of Studies; Academic Board; Board of Trustees
5.2 Phase 2, to include staff development events and online resources to ensure the project outcomes are embedded in the culture of the Art School: to include, staff workshops; Moodle training 'modules'; hard copies in all staff offices and the library.	December 2017	Principal; Academic Registrar; Quality Advisor	Staff survey and individual performance review evidencing staff engagement in training and understanding of the regulatory framework in which they are working.	Boards of Studies; Academic Board; Board of Trustees
5.3 Updating Student Handbooks and Moodle with further policy and regulatory information to ensure that student information is comprehensive, accurate and supporting the student learning environment appropriately.	August 2017	Principal; Heads of Department	Student Feedback through questionnaires and student fora indicating that information is comprehensible and that they understand the regulatory context in which they are studying.	Boards of Studies; Academic Board
5.4 Annual Review of the currency and effectiveness of each outcome, offering an opportunity for consideration of any proposed amendments, additions and revisions.	September 2017 for those approved in 2016, continuing annually	Academic Registrar; Quality Advisor	Policies and procedures being maintained as relevant live documents that function to support the Art School as an effective learning and teaching environment.	Academic Board; Board of Trustees

5.5	Phase 3 of the project to support the data information project.	December 2018	Vice /Principal; Academic	Feedback from staff survey, individual performance reviews and student questionnaires, indicating that Phase 3 aspirations have been met.	Boards of Studies; Academic Board; Board of Trustees
5.6	All institutional policy, regulations, processes and procedures appropriately triangulated.	From January 2019 onwards	Registrar; Librarian; Quality Advisor		

6. The QAA review **affirms** the following actions that the City & Guilds of London Art School is already taking to make academic standards secure and/or improve the educational provision offered to its students:  
The completion of the assessment and feedback project, with particular reference to taking forward the assessment process map (Expectation B6).

Action to be taken	Key dates /Date for completion	Action by	Success Indicators	Reported to
6.1 Ensure all courses employ the assessment process map that sets out the clear timeline and relationship between different elements of each project /module in relation to assessment.	June 2017	Heads of Department	Student feedback indicating that they understand how assessment works and their own part in it.	Student Life & Experience Working Group; Boards of Studies; Academic Board;
6.2 Workshops on <i>learning outcomes and assessment expectations</i> with incoming students during induction.	November 2017	Heads of Department; Head of Student Support	Student Feedback indicating that they understand the role of learning outcomes and are engaging with them as reference points for their learning. Assessment evidencing student knowledge and understanding of the role of learning outcomes.	Student Life & Experience Working Group; Student Reps Forum; Boards of Studies; Academic Board
6.3 Pilot peer evaluation process for 2 <sup>nd</sup> year students, engaging them in small groups, to discuss and explore their own achievements in relation to learning outcomes and grading criteria.	February 2018	Facilitated by Heads of Department	Student Feedback indicating whether this has been a fruitful process to inform the decision of whether and how to roll out the pilot across all courses.	Student Life & Experience Working Group; Student Reps Forum; Academic Board
6.4 Continue workshops with academic staff on assessment feedback to ensure that all staff involved in assessment are comprehensively briefed on assessment feedback guidelines and that best practice is shared across teaching teams.	November 2017	Heads of Department; Head of Student Support	Improved quality and consistency of feedback provided to students as internally verified by Heads of Department.	Student Life & Experience Working Group; Academic Board
	June 2018		Student survey feedback indicating satisfaction with the quality of feedback on assessment.	