

**ANNUAL PRE-DEGREE
SELF-ASSESSMENT REPORT**
Appendix 2

**QUALITY IMPROVEMENT PLAN
2022-2023**

COMPILED October 2022

Areas for Improvement - Quality of Education								
Objectives	Actions required	Measurable Outcomes	Timescales/ Milestones	Owner of Action	Monitoring, evaluation reporting arrangements	Link to Plans	Progress	Impact on Learners
Initial Assessment	Use the results of IA throughout the year within students main course	How well students are meeting and exceeding expectations "My studies are supporting me to practice my numeracy/literacy skills." to target 80%.	Progress checks termly Student survey results.	HoPD/SLs AcSkills Leader	Quality monitoring Academic Standards and Quality Committee (ASQC) QUIP ACRs	SAR Quality of Education (Pg 12) Behaviour and Attributes (Pg 17)		
Target Setting	Set skills targets during progress checks Learners reflect on their skills to co-author targets.	Satisfaction 80% "Better understanding of skills developments and opportunities shared between staff and learners." Interim and Exit Survey questions	Progress checks termly Student survey results. Completed skills audits.	HoPD/SLs	Quality Monitoring ASQC	SAR Quality of Education (Pg 12)		
Reduce number of NEETS students	Dedicated NEETS interventions facilitated via CSW group. Early intervention to diagnose and support NEETs students earlier within the study programme. Construct a more robust initial assessment process to support all students. Free support to enable and encourage students	Less than 5% unknown destinations. 95% Positive progression Target 90% Attendance	Lower NEETS numbers at the end of the year.	HoPD/SLs	CPR and ACRs	SAR Quality of Education (Pg 12)		

	from low financial backgrounds to attend college more regularly like Food banks, Breakfast clubs etc..							
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Areas for Improvement - Behaviour and Attitudes								
Objectives	Actions required	Measurable Outcomes	Timescales Milestones	Owner of Action	Monitoring, evaluation and reporting arrangements	Link to Plans	Progress	Impact on Learners
English and Maths Increase attendance.	Increasing the number of sessions per week from 1 x 2 hour sessions to 2 x 1.5 hour sessions	An increase in attendance compared to previous year. Above 83%	Once a month	HoPD/SLs	Student Management meetings ASQC	SAR Leadership and Management (Pg 26)		
Formality incorporate support for student well-being through the intervention process	Review the intervention process	Increase retention to targets. 100% Year 1	Termly CPR Meetings	HoPD/SLs	Student Management meetings Course Performance Review Meetings (CPR) ASQC	SAR Behaviour and Attributes (Pg 14)		
Accentuate Skills more clearly within the study programme	Update the embedded model in 22/23 to include sessions that will sit under the headlines of: (Numeracy / Language / Careers / Skills Project). Skills are more clearly established and communicated within the curriculum.	Meeting and exceeding expectations for embedded/skills are above 90%	Student voice meeting. Progress Checks termly.	HoPD/SLs	Learning walks Student Surveys	SAR Behaviour and Attributes (Pg 17)		

Areas for Improvement - Personal Development								
Objectives	Actions required	Measurable Outcomes	Timescales and Milestones	Owner of Action	Monitoring, evaluation and reporting arrangements	Link to Plans	Progress	Impact on Learners
Visible progress on Skills	Build a Pre-Degree Skills Audit which will include key questions under the 5 skills headlines (Language / Numeracy / Life / Studio / Digital). Learners are encouraged to critically evaluate progress and co-author improvements.	How satisfied students are in meeting or exceeding expectations Interim Survey 90%	Progress checks Termly Student surveys Student voice.	HoPD/Ac Skills Lead/SLs	Management Meetings CPRs QUIP Observations	SAR Behaviour and Attributes (Pg 17) Personal Development (Pg 23)		
Ensure Work placements within Pre-Degree are readily available and supported by academic teams.	Second a staff member to take on the Careers Lead role. Greater number of work experiences facilitated within Pre-Degree.	30% of Pre-Degree learners (165 approx) take part in Work Experience activities More impactful links to the local and regional skills agendas. Increased awareness of the skills gaps and how to bridge them in partnership with employers.	Termly	HoPD	Pre-Degree Management Meetings QUIP Employability Skills implementation plan/Careers Plan	SAR Personal Development (Pg 23)		

Areas for Improvement - Leadership and Management								
Objectives	Actions required	Measurable Outcomes	Timescales and Milestones	Owner of Action	Monitoring, evaluation and reporting arrangements	Link to Plans	Progress	Impact on Learners

Formalise initial assessment of students skills	Develop a 2 week induction model for 22/23 where we can more meaningfully record and purposefully use initial assessment to make sure that key information is recorded and tracked within the cohort profile	How well students are meeting and exceeding expectations "My studies are supporting me to practice my numeracy/literacy skills." to target 80%.	Monthly	HoPD and Ac Skills Lead	Skills Forward reporting to Management meeting and CPRs	SAR Quality of Education (Pg 12)		
Improve attendance FS and GCSE maths and English	Academic Skills team to offer Pre-Degree students more regular English and Maths sessions	Attendance increase to target 83%	Monthly	HoPD and Ac Skills Lead	Student Management Meetings CPRs ASQC	SAR Leadership and Management (Pg 26)		
Raise retention back to pre pandemic levels	Create course retention strategy documents	Retention increase to 90%	Monthly	HoPD and Ac Skills Lead	Retention Strategies action plans	SAR Leadership and Management (Pg 27)		