

CONTENTS

CONTEXT - THE AECC STRATEGIC PLAN 2016 - 2021	1
KEY AIMS OF THE ENHANCEMENT OF LEARNING AND TEACHING STRATEGY	2
ACADEMIC INFRASTRUCTURE	6
MONITORING & EVALUATION, MANAGEMENT & GOVERNANCE	7
IMPLEMENTATION PLAN	i

CONTEXT - THE AECC STRATEGIC PLAN–2016 - 2021

The AECC is characterised as a specialist institution operating in the HE sector. We were designated as an institution for direct government funding in March 2016 and granted Taught Degree Awarding Powers in May 2016 and have now submitted a formal application for University College title, (UCT). In this document the term 'AECC awards' is used to mean taught degrees awarded by this institution, under whichever name we choose to adopt in the event of the successful granting of UCT.

Our core business is reflected in the education and training of healthcare professionals, with strong emphasis on vocational qualifications and employability. We will support our students not only to acquire or further develop the knowledge and skills necessary to practise as a healthcare professional, but to adopt the attitudes of reflective practice, lifelong learning and critical thinking. We have a strong sense of community, and provide an environment in which staff and students work together with a common purpose and understanding. We want students to complete their programmes, and enter or continue in their chosen healthcare profession at the highest standard. The fact that they have studied at the AECC is, and will remain, a badge of excellence and an assurance to patients, employers and other healthcare professionals that the practitioner has received the best training possible.

Mission, Vision and Values

Our mission

'A healthier society through education, research and clinical care'

Our vision

'To be a leading higher education institution in the university sector specialising in chiropractic and other healthcare disciplines, nationally and internationally recognised for quality and excellence'

Our values

We are a caring institution, ethical in everything we do, inclusive in our relationships with staff and students, eager to collaborate with others in partnership, and innovative in our approach

Our Strategic aims (from the AECC Strategic Plan–2016 – 2021)

- *Strengthen our reputation and profile through effective engagement with our communities in the HE sector and wider world*
- *Deliver a diverse portfolio of quality education and clinical training programmes reflecting our distinctive place in the HE sector*
- *Deliver an outstanding student experience throughout the student lifecycle*
- *Underpin our teaching and clinical training with focused research and scholarship activity.*

Our Institutional Learning and Teaching Ethos

We seek to deliver the highest quality learning experience for all our students and to instil in them the motivation and skills to engage fully with their programme and make the most of all the resources we provide, within a nurturing and collegial environment.

Our programmes are challenging, as we gear our approaches to enabling students to take increasing responsibility for their own learning as they progress through their programmes, so that they develop as self-motivated and independent lifelong learners, equipped with the skills, knowledge and experience required to succeed and develop as healthcare providers in their chosen professional field. We regard the adoption of self-directed learning and critically-reflective attitudes and skills as an essential part of academic, professional and personal development and facilitate this through the use of guided discovery approaches to learning, at all levels.

All our programmes focus on the use of evidence-informed practice and the scientific method (basing practice on well-reasoned arguments supported by empirical and experiential evidence); as such a central thread of our teaching includes instruction on the ability to search, understand, critically evaluate and apply clinical research in practice. Our aim is to produce graduates who are comfortable and committed to these attitudes, approaches, and intellectual positions in their approach to clinical practice.

We develop and foster ethical and values-based practice throughout the curriculum to ensure that all students understand their responsibilities to their patients, their communities and to their professions, in line with relevant professional standards. In their clinical encounters students will learn directly from patients and develop and foster approaches which focus on patient-centred care.

We recognise the value in students from different healthcare disciplines coming together to learn with and from each other, to encourage a multi-disciplinary approach to healthcare across the professions.

Our programmes will meet the needs of relevant stakeholders in a changing and challenging professional and higher education environment, and take into account all relevant external regulation, policies and guidance.

KEY AIMS OF THE ENHANCEMENT OF LEARNING AND TEACHING STRATEGY

The Enhancement of Learning and Teaching Strategy provides the opportunity to reflect on our developments and policies, and sets out the approaches and the deliberate steps the College will take at an institutional level to enhance the quality of learning opportunities for all students. Many of these approaches we are already taking, in the context of the Strategic Plan 2016 – 2021, to ensure we provide the best possible experience for our students.

Key aims:

- A. To offer a high-quality student experience, delivering programmes that are academically rigorous, professionally relevant and providing what is needed to address the academic and professional development needs of our students and the requirements for accreditation of relevant professional bodies
- B. To enable all students to engage as partners in the assurance and enhancement of their educational experience across all aspects of College life
- C. To ensure that all students are appropriately supported to develop their academic, personal and professional potential
- D. To enhance learning opportunities for students by using a variety of approaches to teaching and learning, delivery formats and methods of assessment across all programmes.
- E. To ensure all staff are appropriately qualified, supported and developed
- F. To ensure that our facilities and resources are of high quality, appropriate for the specialist nature of our programmes and enhance the student experience.

We will underpin and support the achievement of these aims through an academic infrastructure that enables us

- G. to operate effective College academic committee structures which oversee and evaluate the effectiveness of learning and teaching enhancement policies and initiatives
- H. to develop and implement our Regulatory and Quality Monitoring and Enhancement Framework to define and secure the academic standards of our programmes and encourage the continuous improvement of learning and teaching
- I. to provide all staff, students and prospective students with easy access to accurate, consistent and up-to-date information to support their work, studies and decision-making.

Implementation Plan

There is an Implementation plan which sets out specific ways in which we will endeavour to deliver these aims.

A. To offer a high-quality student experience, delivering programmes that are academically rigorous, and professionally relevant, and which address the academic and professional development needs of our students and the requirements for accreditation of relevant professional bodies

Our current strategy of diversification and expansion has resulted in a significant cultural change in reshaping the College's role from a monotechnic to a provider of multidisciplinary education and clinical training, and this remains fundamental to future development. This growth is reflected not only in our seeking to increase the number of programmes within the College's areas of expertise, but equally importantly in identifying opportunities for delivering existing programmes using innovative and alternative models.

Existing programmes will be kept under review in the light of changing external conditions, stakeholder feedback, and professional requirements, to ensure continued clinical relevance, student and professional satisfaction, and value for money for all stakeholders. Wherever applicable our programmes will meet the standards set by professional accrediting bodies, particularly in respect of patient involvement and approach to diversity and equal opportunities.

We are currently in the process of approving our existing BU-validated programmes as AECC awards, through a desk-based validation process. The intention is NOT to make changes to the learning outcomes, assessment strategies or programme content at this stage and the focus of the desk-based validation process is on ensuring that there are no differences between AECC programmes and their BU counterparts.

Increased focus on public/patient involvement (PPI), including patient/carer involvement in learning, teaching and assessment and in the development and review of programmes, will enhance the student experience and meet the requirements of our professional accrediting bodies.

B. To enable all students to engage as partners in the assurance and enhancement of their educational experience across all aspects of College life

Student participation and involvement in academic processes is fundamental to AECC's student-centered ethos. This is made explicit in our Student Engagement Policy and our Student Charter. Staff operate open door policies and are open to informal comment and feedback from students, and there are a range of mechanisms to ensure student engagement including:

- the 'Student Representative' system to ensure that student views on academic issues are communicated and responses received at programme and College levels. Student representatives are, provided with training and support for their roles, and are members of College committees, thus providing a channel for feedback from and to fellow students.
- formal opportunities for students to evaluate their experience, such as
 - National Student Survey
 - Student feedback surveys
 - Student focus groups
 - Recent graduate feedback
 - meetings with programme review and approval panels, and with professional bodies
 - meetings with external examiners.

It remains a challenging priority to increase student participation in these opportunities.

- the *Student: Staff Liaison committee* which promotes and facilitates a two-way channel of communication between students and staff on matters relating to the student experience and enhancement, student support services and student engagement in academic governance.
- The involvement of student members directly in the College's academic appeals process, as members of appeal panels and the Appeal Board, and in activities such as academic audits and policy reviews.
- Where possible, direct student input into programme development.

Demonstrating to students that their feedback is listened to and, where appropriate, acted upon, is a key element of encouraging further engagement, creating a 'virtuous circle'.

These mechanisms ensure that students' concerns are listened and responded to, and enable the identification and sharing of innovation and good practice in learning and teaching.

C. To ensure that all students are appropriately supported to develop their academic, personal and professional potential

For students to be in the best position to benefit from the learning opportunities available it is important that they are appropriately supported and engaged throughout their student journey. We are committed to getting the best out of our students by making the necessary learning resources and opportunities available, engaging and listening, constructive feedback, and understanding and responding when things don't go according to plan. We will maintain and further develop a socially and culturally diverse and supportive environment based on respect for differences and a commitment to equality of opportunity.

The College provides strong academic support to enable students to achieve their potential. The importance of effective feedback and feed forward on assessment is recognised by both staff and students, and continual improvement in this area remains a key element of our strategy.

Additional support is provided for individual students on a needs basis. For example the provision of a language tutor for students with English language difficulties, and study skills lectures that students can access on a voluntary basis; students can also access BU's Additional Learning Support (ALS) and counselling services. The College has its own Chaplaincy service. Now we have secured Taught Degree Awarding Powers we are working to develop the arrangements through which we will provide our own comprehensive student services and resources (counselling, Additional Learning Support, language and study skills, and employment).

We have a comprehensive Disability, Diversity and Equality (DDE) action plan and are committed to implementing it. This includes the provision of DDE training for all staff. We recognise that we have a duty to take positive steps to ensure that disabled people can access all services offered at the College. This goes beyond simply avoiding discrimination and requires us to anticipate the needs of potential disabled students, staff and visitors and make reasonable adjustments accordingly. We have commissioned an external Accessibility Audit of our buildings and have a plan to address the issues raised (see under Aim F).

Students are supported in their wider engagement with College life through the work of the Student Union, which provides social and sports facilities, social events, and clubs and societies. The SU represents students at appeals, disciplinary and hardship panels, and offers advice and guidance. There is a close working relationship between the SU and the Principal as well as academic and administrative staff, ensuring cohesive support for students in both curricular and non-curricular matters.

D. To enhance learning opportunities for students by using a variety of approaches to teaching and learning, delivery formats and methods of assessment across all programmes

The College emphasises the importance of students taking responsibility for their own learning, and regards the adoption of self-directed learning attitudes and skills as an essential part of academic, professional and personal development. We will continue to develop strategies for learning and teaching to foster deep learning. We are committed to using a variety of approaches to learning and teaching, delivery formats and methods of assessment to support a range of different learning needs and styles to facilitate the development of attitudes and skills to promote self-directed learning, critical reflection and student autonomy, leading to life-long learning and continuing professional development.

The starting point for the assessment strategy for each of our programmes is identification of the best form of assessment to test specific learning outcomes, and the manner of assessments may change as the student progresses through the different levels of study. Clinical skills competence will be tested by practical assessments.

The Library and Learning Resources Department has been recently restructured to refocus the service so that it will enable the College to be at the forefront of digital technology in learning, and is now titled 'Learning Services'. All academic staff are expected to make use of the College's virtual learning environment platforms which facilitate the development and sharing of high quality resources for learning and teaching. The Learning Teaching and Technology Road Map for Development at AECC links e-based learning and effective knowledge based communication which develops and improves the fundamental student experience in knowledge and skills acquisition. This envisages using the VLE as a central hub for electronic communication and access to high quality learning resources, so streamlining the student experience of remote and electronic access. This forms part of the ICT strategy for learning and teaching methodologies during the period covered by the current College Strategic Plan. The aim is to improve coordination of learning resources including IT and e-learning

methodologies, in order to harness the creativity of staff and make the most effective and efficient use and improved developments of all learning related resources.

The growth in the use of video and video tutorials has led directly to the commissioning of a multi-media suite within the College, allowing staff access to professional grade equipment to support the growth in expert and tutorial based video content. All staff are being strongly encouraged to use such means to enhance student learning.

E. To ensure all staff involved in teaching and supporting learning are appropriately qualified, supported and developed

The College's Human Resources strategy is predicated on maintaining a well-qualified and professional academic and support staff base to meet the institution's strategic targets in high quality teaching and research provision. The College acknowledges its academic staffing resource as central to the quality of the student learning experience, together with well-qualified administrative and support staff who are equally committed to enabling students achieve their academic potential. The College cannot succeed in meeting its strategic aims without the input and engagement of appropriately qualified staff, who are provided with opportunities to develop their professional and pedagogic expertise.

This appreciation of the importance of effective staffing is reflected in the College's investment in the resources that underpin annual staff appraisal, development and scholarship, research activity, and the recognition and reward of performance through staff promotion. All new staff without teaching experience are required to complete the on-line training programme 'Essential Skills in Medical Education' (ESME online) or obtain a PgCert HE. All academic staff are encouraged and supported to become members of the Higher Education Academy (in particular new academic staff without teaching experience are encouraged to meet the fellowship requirements within five years); and academic and administrative/ support staff wishing to enrol on a programme leading to an academic award are also supported, with applications for financial support being considered by the Research and Staff Development Committee. We are committed to taking forward the action plan which has been developed in response to the staff survey conducted in 2016. This includes a comprehensive review of our job evaluation pay and reward structures.

The programme of termly staff development days provides a valuable opportunity to engage with pedagogic developments including delivery and assessment methods, and to share good practice across the institution's taught programmes. Arising from our staff survey we are committed to increasing opportunities for development for our professional and support staff along a similar model.

Staffing policies as published in the *Staff Handbook* contribute to the development and enhancement of staff expertise, for example, induction for new staff, mentoring and the appraisal and development schemes. Each new employee is paired with a mentor to support them during their probationary period.

The Student Union will continue with its student led teaching award scheme as an incentive to teaching staff to maintain a process of continuous improvement.

F To ensure that our facilities and resources are of high quality, appropriate for the specialist nature of our programmes, and enhance the student experience

We seek to provide high quality learning resources to support students. These resources are kept under constant review to ensure they meet student needs.

The teaching clinic and the Centre for Ultrasound Studies are state of the art teaching resources to facilitate student learning and hands-on experience of clinical applications, and provide clinical services to the local community. Our prosection facility is a vital learning resource and we will ensure that we continue to meet all the requirements of HTA regulation.

The Magnetic Resonance (MR) imaging facility builds on the College's strengths in the area of musculoskeletal diagnostic imaging, and has established us as a unique provider in the UK of musculoskeletal diagnostic imaging.

Our Capital Programme is focussed on enhancing existing spaces to improve the fitness for purpose, enhance the student experience and to address accessibility issues identified in our recent external Accessibility Audit.

ACADEMIC INFRASTRUCTURE

G To operate effective College committee structures which oversee and evaluate the effectiveness of learning and teaching enhancement policies and initiatives

All committees have clear terms of reference and membership. All key academic committees include student representation and student representatives receive training for their roles.

Within this structure the main bodies responsible for the enhancement of learning and teaching are:

- **Academic Development and Quality Committee**, which has oversight of quality and standards underpinning the College's taught provision aligned to the College's strategic objectives and targets, and responsibility for identifying and promoting enhancement and disseminating good practice
- **Academic Audit Committee**, which has oversight of academic policies, procedures and regulations underpinning the College's taught provision aligned to the College's strategic objectives and targets
- **Learning and Teaching Sub-Committee**, which has oversight of the operation of the College's teaching and learning provision aligned to internal quality benchmarks and the College's strategic objectives and targets (this includes staff development and learning resources).

At programme level Steering Groups consider all matters associated with the content, delivery and assessment of programmes, and provide a forum for discussion and guidance.

The **Student:Staff Liaison Committee** promotes and facilitates a two-way channel of communication between students and staff on matters relating to the student experience and enhancement, student support services and student engagement in academic governance.

H. To develop and implement our Regulatory and Quality Monitoring and Enhancement Framework to define and secure the academic standards of our programmes and encourage the continuous improvement of learning and teaching

We have now successfully secured Taught Degree Awarding Powers, and are therefore now able to develop and operate our own Regulatory and Quality Monitoring and Enhancement Framework for students enrolled on programmes leading to our awards. Through this Framework we will maintain the academic standards of our programmes and ensure and enhance the quality of the learning opportunities we offer to students, enabling the identification and spreading of good practice. The framework will be fully aligned with the Expectations in the QAA Quality Code and the requirements of our professional bodies where applicable. We will ensure that all staff have access to the information, training and support they need to operate confidently and effectively within these Frameworks.

For the academic year 2016-2017 and for students remaining on Bournemouth University awards in the period after September 2017 we will continue to operate under the regulatory and quality monitoring and enhancement frameworks of Bournemouth University.

To support us in developing and operating our frameworks we will seek to learn from best practice across the HE sector, by engaging fully with external organisations such as GuildHE, the QAA and MASHEIN, and encouraging staff to take up opportunities to engage with external opportunities to act in quality assurance roles, for example by serving as an external examiner or external member of a validation panel.

Through these Frameworks, we seek to achieve the highest possible quality in learning and teaching provision, as judged by internal feedback, external benchmarking and external performance indicators.

The College has now implemented its own in-house student record system. This means that in future we will be able to source and generate more detailed data to enable more detailed and systematic analysis and reporting. We will continue to develop the use of management information (particularly student data) for quality monitoring and enhancement purposes.

I To provide all staff, students and prospective students with easy access to accurate, consistent and up-to-date information to support their work, studies and decision-making,

The College takes seriously its responsibilities to ensure that it meets all national requirements for the publication of public information that is fit for purpose, accessible and trustworthy.

All staff need to access College information to enable them to do their jobs as well as for general information. The Staff Information Portal (SIP) holds information about the administrative and academic functions of the College at the institutional level, to make it easier for staff to find the information they need, so that they can be sure that what is accessed is the latest, approved, version of any official documentation.

We are committed to ensuring that we provide prospective applicants and applicants with all the information they need to make an informed choice as to whether the AECC is the most appropriate place for them to study.

We have developed an AECC Student Agreement, published on our website which signposts potential applicants for chiropractic to the key material information they need in this regard (as referenced in the Consumer Markets Authority Guidance 'UK higher education providers – advice on consumer protection law' (12 March 2015)). This will be developed over 2016-2017 to cover entrants to all HE programmes leading to AECC awards (September 2017).

Providing comprehensive and timely information to students regarding the College's expectations of them, how their programme will be delivered, which regulations, policies and procedures affect them, the support available, and how and when they will be assessed, is part of how we support our students in achieving academic success. We are focussed on improving the management of the provision of such information to ensure clarity of ownership, avoid duplication and streamline access, echoing the principles established for the SIP.

We have identified specific staff members who are being trained to act as 'Brand Ambassadors' to ensure that all our communications are consistent and adhere to the Competition and Markets Authority (CMA) guidelines and are on-brand.

MONITORING & EVALUATION, MANAGEMENT & GOVERNANCE

The Vice-Principal (Undergraduate Studies and Quality) will be responsible for the process of monitoring implementation of this strategy, in consultation with relevant academic and administrative staff, and the Student Union. Staff at all levels in the institution will play their part to ensure the plan's success. The Academic Audit Committee will review the strategy annually to ensure its relevance and effectiveness.

AT/KPt Nov2016
Approved by Academic Board 16 November 2016

IMPLEMENTATION PLAN

AB - Academic Board; ADQC – Academic Development and Quality Committee; AAC; Academic Audit Committee; LTSC – Learning and Teaching Sub-Committee; SSLSC – Student:Staff Liaison Committee; SMG – Senior Management Group; Human Resources Policy Group –HRPC; Research and staff Development Committee - R&SDC

What we want to achieve	Oversight	Progress	Status	How we will measure success
A To offer programmes that are academically rigorous, professionally relevant, financially viable and meet fully the needs of students and the requirements for accreditation of relevant professional bodies				
A1 To develop and deliver a range of new programmes and CPD courses in accordance with the detail set out in the AECC Strategic Plan 2016 – 2021	AB	<p>Development of the proposed BSc Ultrasound has not been taken forward, primarily because of costs, and circumstances outside the College's control regarding professional accreditation of a programme at level 6.</p> <p>The AECC strategic plan 2016-21 commits the College to new programme development as follows:</p> <ul style="list-style-type: none"> • Implementing a new MSc Chiropractic programme (2018/19) • Adding one new undergraduate programme (2018/19) and another one in 2020/21 • Adding one new postgraduate programme (2017/18) • Implementing a graduate entry pathway to the undergraduate chiropractic programme (2019/20) 	Ongoing	<ul style="list-style-type: none"> • New programme approved in accordance with the timescales set in the Strategic Plan
A2 To continually develop the curricula and organisation of the existing higher education programmes in response to review, changing external conditions, and stakeholder feedback, to ensure continued clinical relevance, student and professional satisfaction, and value for money for all stakeholders.	ADQC	<p>The MChiro (Hons) has been successfully Recognised by the GCC (July 2015) and ECCE (April 2016)</p> <p>NSS Student feedback scores regarding 'the teaching on my course' and organisation and management increased in 2015-16 but remain very low for the latter. A separate NSS action plan addresses these issues.</p>	Ongoing	<ul style="list-style-type: none"> • Student recruitment to programmes remains buoyant. • Student feedback scores (NSS and internal surveys) relating to the curriculum and organisation of programmes increase. • Positive feedback on the curriculum from external validations.
A3 To ensure all programmes meet the standards set by professional accrediting bodies wherever applicable, particularly in respect of patient involvement and approach to diversity and equal opportunities.	ADQC	The MChiro (Hons) has been successfully Recognised by the GCC (July 2015) and accredited by the ECCE (April 2016)	Ongoing	All applicable programmes professionally validated.
A4 To complete the desk-based approval process to approve our existing BU-validated programmes	ADQC/Academic Board	The process will commence in September 2016	Ongoing	All programmes successfully approved and marketed as AECC awards

Learning and Teaching Enhancement Strategy: Implementation plan September 2016

What we want to achieve	Oversight	Progress	Status	How we will measure success
as AECC awards				
A5 To attain the highest possible ranking in the TEF achievable for our institution	Academic Board	The college has been accepted onto the list of eligible providers for TEF Year One and will work to a submission for TEF year two in accordance with the deadlines set.	Ongoing	Success in securing TEF ranking
B To enable all students to engage as partners in the assurance and enhancement of their educational experience across all aspects of College life				
B3 To consider, with the Student Union, the articulation of Key Performance Indicators for the effectiveness of student engagement arrangements.	SSLSC ADQC	KPIs have been developed and were monitored for the first time through SSLSC in October 2016. Actions arising will be kept under review by SSLSC in the coming year	Ongoing	Key performance indicators in use and confirmed as helpful in improving the effectiveness of student engagement arrangements.
C. To ensure that all students are appropriately supported to develop their academic, personal and professional potential				
C1 To continue to implement the College's DDE action plan in accordance with the timescales set within that plan.	Executive Director of Administration	<p>Considerable progress has been made towards implementation, as was recognised by the GCC in July 2014.</p> <p>In particular all staff are now required to participate in an on-line training course provided by EduCare, followed by a face-to-face half-day session run in conjunction with Dorset Race Equality Council</p> <p>We have been awarded the Disability Symbol by Jobcentre Plus. This means that the College is now a Two Ticks employer which indicates that we welcome applications from disabled people and that we are committed to a range of actions in this connection</p>	Ongoing	Separate action plan completed Success in applying for external accreditations
C2 To review and clarify arrangements by which students give feedback on their programme and their overall experience, to improve communications and help manage student expectations.	Vice-Principal	<p>A new 'Student Voice activity was introduced for the chiropractic programmes and Access Diploma students in 2015-16 and more attention was paid to giving timely feedback to students in response to their comments.</p> <p>A 'Frequently asked questions' resource was introduced for all programmes during 2015-16 to point students in the right direction for information and signpost from where/whom they can get the most informed reply.</p> <p>A BDO audit of the Student experience (largely focussing on student feedback) (February 2016) highlighted a number of issues in relation to feedback mechanisms which are now being taken forward by a separate student feedback working group.</p> <p>The SPoC survey response rate was particularly low in 2015-16 such that no meaningful analysis could be undertaken. The reasons and possible solutions will be considered by the above group.</p>	<p>Work to be taken forward in Summer 2015 with a view to providing additional clarity for students for AY 2015-2016</p> <p>Work of student feedback working group ongoing in September 2016-17</p>	<ul style="list-style-type: none"> • Students clear where, when and how to raise issues; concerns raised, listened to and, where appropriate, acted upon, promptly and at the right place in the programme management and governance structure (without unnecessary escalation). Students understand limitations on action that can be taken. • Students receive timely feedback to students in response to their comments • Students are confident that their feedback is listened

Learning and Teaching Enhancement Strategy: Implementation plan September 2016

What we want to achieve	Oversight	Progress	Status	How we will measure success
				<p>to and responded to even if the action they request cannot be taken.</p> <ul style="list-style-type: none"> Response rates to student surveys increase
C4 To maintain and promote the provision of high quality formalised written feedback on summative assignments which is detailed, specific, constructive and clearly indicates how students can improve their performance for the future.	Programme Leaders LTSC	<p>Considerable steps have been taken to focus on improving feedback for students on assessment on the chiropractic programmes, in response to issues raised through student surveys. Written guidance and a video have been developed to help students recognise when they are receiving feedback and how to use it.</p> <p>Written guidance for staff has been developed and shared with staff.</p> <p>Feedback on assessment has been a regular topic for consideration through staff development days.</p> <p>NSS scores relating to feedback on assessment have increased for 2015-16 but remain low and so this action is retained as ongoing.</p>	Ongoing, as although NSS scores for this area have increased they remain considerably below the sector average	Increase in NSS and SPoC survey results for satisfaction with feedback.
C5 To begin to identify in detail how the student services currently provided by BU will be replaced and resourced by AECC, in anticipation of a successful application for TDAP.	Executive/ SMG	Detailed consideration of student support and other resource issues is now in hand to ensure that appropriate resources are in place for September 2017. Relevant funding commitments are in place within the budget.	Ongoing to be completed for September 2017	Student support provision in place within AECC independent from BU; (This may potentially however include shared delivery arrangements or delivery by outside agencies).
C6 now moved to F1				
C7 To identify ways in which the new MR imaging scanner can be used to enhance student learning.	Programme Leaders	Students in the clinical year of the chiropractic programme are now given a tour of the MRI facility, and this gives them insight into how the facility works from a patient's perspective. A 'Case of the Month' is posted on the College VLE and accessible to all students. This is a case from the College MRI facility with relevant history and the images with a brief description. However further work is required to increase student awareness of this	Ongoing, as student awareness of the 'case of the month' can be further increased	MR imaging scanner used to enhance student learning.
C8 To continue to develop the use of management information (particularly student data) for quality monitoring and enhancement purposes.	ADQC/ Executive	As part of the enhancement process we will implement more detailed monitoring and analysis of student performance including equality and diversity data, to help us ensure that every student has an equal opportunity to learn and attain learning outcomes.	Ongoing	Regular (at least annual) reports on cohort analysis including protected characteristics to be discussed in relevant committee, and where issues are identified

Learning and Teaching Enhancement Strategy: Implementation plan September 2016

What we want to achieve	Oversight	Progress	Status	How we will measure success
				appropriate actions are taken as a result.
D. To enhance learning opportunities for students by using a variety of approaches to teaching and learning, delivery formats and methods of assessment across all programmes				
D1 To optimise the Electronic and e-Learning experience of all staff and students by continuing the implementation of the Learning Teaching and Technology Road Map for Development at AECC.	LTSC	Learning resources for students on all AECC-based programmes are now available via the College VLE Staff are being encouraged to implement new learning methodologies in particular using material which can be uploaded to the VLE.	Ongoing	Student satisfaction increases Positive comments about the use of the VLE highlighted during external reviews (eg QAA, PSRBs, BU).
D2 To continue to keep our assessment strategy under review, and through staff development ensure our approaches in this area are valid, consistent and follow best practice.	Programme Leaders/ADQC	The College is undertaking an audit against chapter B6 of the QAA Quality Code which will identify areas for further consideration. The audit against Chapter B6 of the QAA Quality Code was completed and a number of actions identified. Due to pressures of other work these have not all be taken forward and this will be progressed in 2016-2017, including as part of the development of the AECC's own assessment policies and procedures	Ongoing	Student satisfaction (NSS and internal survey scores) relating to assessment increase. Positive comments about assessment strategy received during external reviews (eg QAA, PSRBs, BU).
D3 To promote discussions between staff and students about the best way to develop students' assessment literacy, and to support students to develop good academic practice.	LTSC/ADQC	This has been delayed to 2016-2017 through a new informal Assessment Enhancement discussion group (under the auspices of LTSC)	To be taken forward during AY 2015-2016 Now to be progressed in 2016-2017	Students assessment literacy grows and greater positive awareness of good academic practice – positive feedback from students.
E. To ensure all staff involved in teaching and supporting learning are appropriately qualified, supported and developed				
E4 To encourage and facilitate staff in accessing staff development opportunities provided through BU and elsewhere.	Line Managers	Some training course have been provided by BU for AECC staff in house (Assessment Board training, Assessment Board minute taking, handling student appeals; training on handling student complaints to be scheduled shortly).	Ongoing	Staff have access to the necessary training/development opportunities
F. To ensure that our facilities and resources are of high quality, appropriate for the specialist nature of our programmes and enhance the student experience				
F1 (previously C6) To keep under review all aspects of the teaching environment to ensure that facilities are relevant, up-to-date and meet student needs, particularly bearing in mind the need to resource self-	SMG	A number of further developments have already taken place during 2015-16, including: The refurbishment of TR1 including new benches The refurbishment of seminar room 1 This is in addition to improvements made in the previous year: – A significant revamp of the refectory facilities	Ongoing	Student satisfaction with facilities increases. Positive comments about the facilities offered by the College highlighted during external reviews (eg QAA, PSRBs, BU)

Learning and Teaching Enhancement Strategy: Implementation plan September 2016

What we want to achieve	Oversight	Progress	Status	How we will measure success
contained facilities for the AECC in the light of the award of TDAP..		<ul style="list-style-type: none"> - Expansion of diagnostic ultrasound facilities - Refurbishment of library reception - Refurbishment of the Models Laboratory - Creation of the Multi-Media Suite 		
G To operate effective College committee structures which oversee and evaluate the effectiveness of learning and teaching enhancement policies and initiatives				
G4 To review the academic committee structure to ensure that it remains fit for purpose in the light of the award of TDAP.	Academic Board		To be taken forward Summer 2017	Effective committee structure in place reflecting all the College's new responsibilities in the light of TDAP
H. To develop and implement our Regulatory and Quality Monitoring and Enhancement Framework to define and secure the academic standards of our programmes and encourage the continuous improvement of learning and teaching				
H1 To develop and implement an effective Regulatory and Quality Monitoring and Enhancement Framework for the AECC in the light of the award of TDAP.	AAC/AB	The College has identified the areas in which it will need to develop its own framework and work to develop this is in hand. The first tranche of policies and procedures were approved in June 2016.	Ongoing, to be completed by the end of AY 2016-17	Regulatory and QME Framework in place and operating, independent from BU. Subsequent successful outcome of any external quality reviews, based on this Framework.
H2 To ensure that in due course all staff have access to the information, training and support they need to operate confidently and effectively within these Frameworks.	AAC/AB	None as yet – 'Just in time' training will be delivered as the framework begins to be implemented. In some areas this may involve 1:1 discussions with the Quality & Enhancement Manager or other staff as and when required	To commence once the framework has been approved	All relevant staff trained and comfortable in using the new framework as it applies to them.
H3 Arising from the academic audit of Chapter B6 to create a single assessment processes document or one folder in the S Drive to hold all such information, with a clear index.	ADQC	Due to pressures of other work this has not been completed and will be taken forward in 2016-2017 as part of the development of the AECC's own assessment policies and procedures.	To be taken forward during AY 2015-2016 Updated to 2016-2017	Assessment process documentation complete and easily accessible to all staff who require it.
H4 To attain an outcome of at least 'meets expectations' in all areas in the forthcoming higher education review (Alternative Providers)	ADQC/Academic Board	The Self-Evaluation document is currently being drafted and supporting evidence collated.	Ongoing	Satisfactory outcome report published by QAA in April 2017
I To provide all staff and students with easy access to accurate, consistent and up-to-date information to support their work and studies				
I2 To review the provision of information to current students to ensure clarity of ownership, avoid duplication and streamline access, echoing the principles established for the SIP.	SMG (overall responsibility for public information)	<p>All official documentation for all students is now available via the 'official documents' section of the VLE, 'owned' by the Quality and Enhancement Manager.</p> <p>The QEM now also edits (under the auspices of the Academic Registrar) a single College Student Handbook, for students on all programmes, which signposts to the relevant official documents.</p> <p>We have identified a need for additional training for staff to</p>	Completed for written information, ongoing for training –to be taken forward by Academic Registrar and Quality and Enhancement Manager during	<p>All students have easy access to the information they need for their programmes and wider life at the College. All information has clear ownership and review schedule.</p> <p>Students are confident of</p>

Learning and Teaching Enhancement Strategy: Implementation plan September 2016

What we want to achieve	Oversight	Progress	Status	How we will measure success
		ensure that they are best placed to offer accurate and meaningful advice in response to student queries, particularly in relation to appeals and mitigating circumstances.	2016-17.	receiving accurate and meaningful advice from staff in respect of queries relating to appeals and mitigating circumstances,
I3 To complete the audit of current information provision against the Expectation in Part C of the QAA Quality Code and the requirements of the Wider Information Set, and make amendments to practice as required.	SMG (overall responsibility for responsible for public information)	The public information audit has been completed and reported to SMG as part of the regular annual public information report. However as some actions remain to be completed this remains 'ongoing.'	Ongoing until actions arising from the audit are completed	Information Audits completed and all issues raised addressed satisfactorily.
I4 To ensure all Brand Ambassadors are trained and performing their roles effectively as a mechanism to improve the quality and effectiveness of public information	Head of Marketing		To be taken forward during 2016-2017	Brand Ambassadors trained and performing their roles effectively Effectiveness and quality of communication increases
I5 To develop the AECC Student Agreement so that it is applicable to cover entrants to all HE programmes leading to AECC awards (September 2017) (relates to Consumer Markets Authority Guidance 'UK higher education providers – advice on consumer protection law' (12 March 2015)	SMG		To be taken forward during 2016-2017	Student agreement for all students published

Note: numbering reflects the numbering in the first version of the strategy document, so actions retain their original action number (except where the letter designator has increased by 1 as a result of adding new key aim F). New actions are then added numbered in sequence