

AA School Action Plan

Architectural Association School of Architecture Action Plan – Higher Education Review (AP) 2016				
Recommendation, Affirmation or Good Practice	Action to be taken	Date for completion	Action by	Success Indicators
1. Recommendation – Revise the School's alignment of the undergraduate programmes to accurately reflect the levels of <i>The Framework for Higher Education Qualifications in England, Wales and Northern Ireland</i> . (Expectation A1)	<ul style="list-style-type: none"> Undertake a complete mapping of the undergraduate programmes (coinciding with the review of a credit system) against <i>The Framework for Higher Education Qualifications</i> and review the recorded levels. Review and implement programme revisions, as required, to ensure that Foundation meets FHEQ Level 4 and First Year meets FHEQ Level 5. 	January 2017	Registrar, UMC, QA Officer	<ul style="list-style-type: none"> Undergraduate programmes mapped according to national standards, allowing easier transfer for incoming and outgoing students and clarity for external assessment.
2. Recommendation – Make rigorous use of achievement and progression data to monitor standards. (Expectation A3.3)	<ul style="list-style-type: none"> Continue to review (and action as required) achievement and progression statistics termly in the academic committees. Integrate progression and completion data into the new templates for annual monitoring reports. Continue to review data sets collected and identify areas not covered. 	January 2017	Registrar, UMC, GMC, Academic Board	<ul style="list-style-type: none"> Improved progression and completion statistics. Enhancements made as a result of achievement and progression data review.
3. Recommendation – Put in place a process that provides comprehensive oversight of the design and development of undergraduate programme units. (Expectation B1)	<ul style="list-style-type: none"> Describe the process followed for the design, development and review of individual undergraduate units and include this description in the Undergraduate School Programme Guides (revising as required). Create a document available to current and new 	January 2017	School Director, UMC	<ul style="list-style-type: none"> Current and prospective Unit Masters have clear and consistent guidance when developing and reviewing a new or existing unit. All units in the Undergraduate

	teaching staff intending to develop an undergraduate unit, with guidance on the process and criteria for designing and developing undergraduate unit briefs.			School continue to meet all internal and external criteria through different learning and teaching methods.
4. Recommendation – Develop and publish clear criteria for the allocation of students to programme units. (Expectations B1, B3)	<ul style="list-style-type: none"> • Publish criteria in the Undergraduate School Programme Guides for the allocation of students to units and reinforce at student/staff inductions and unit introductions. 	January 2017	School Director, Registrar, UMC	<ul style="list-style-type: none"> • Positive feedback on the unit selection process from students and staff as reported in feedback meetings and monitoring. • All students and staff involved in the process are aware of criteria for selecting students for units. • Continue to monitor the percentage of students getting their 1st choice unit and the overall distribution of student selection.
5. Recommendation – Clarify the role of student representatives and put in place effective development to support them in this function. (Expectation B5)	<ul style="list-style-type: none"> • Include a description of the Student Forum on the AA website with a clear indication of how to get involved. • Implement an induction/handover process for all new student representatives on academic committees. • Invite student representatives to internal and external training opportunities. 	January 2017	Registrar, QA Officer, Academic committee representatives, Student Forum representatives, Chairs of UMC & GMC	<ul style="list-style-type: none"> • Positive feedback on support provided from timetabled catch-up session at the end of each academic year with all student representatives.

<p>6. Recommendation – Ensure all external examiners have available to them the full range of assessed work so that confirmation of the standards of the professional undergraduate award is fully informed. (Expectations B7, A3.4)</p>	<ul style="list-style-type: none"> Amend the Undergraduate examination regulations so that all students (including those who have failed internally) from 3rd and 5th year are seen by an external examiner. 	<p>January 2017</p>	<p>Registrar, UMC, School Director, Academic Board</p>	<ul style="list-style-type: none"> Examiners see all registered 3rd and 5th year students and their reports make this clear.
<p>7. Recommendation – Revise the mitigating circumstances policy to incorporate the full range of occurrences that can impact on a student's ability to submit assessments within agreed deadlines. (Expectation B9)</p>	<ul style="list-style-type: none"> Revise the mitigating circumstances policy (as part of the wider review of complaints and appeals procedures) in the Academic Regulations. 	<p>October 2016 (in 2016-17 Academic Regulations)</p>	<p>Registrar, QA Officer, Academic Board</p>	<ul style="list-style-type: none"> Greater clarity in the mitigating circumstances policy, making the process clearer and transparent for students and staff.
<p>8. Recommendation – Document the processes for managing and reviewing information the School produces about itself. (Expectation C)</p>	<ul style="list-style-type: none"> Create an information management policy to be available in the Members Area of the website for all staff with responsibility for publishing information. 	<p>January 2017</p>	<p>School Director, QA Officer, Academic Board</p>	<ul style="list-style-type: none"> All staff with current or future responsibility for publishing information are clear of the processes that should be followed.
<p>9. Affirmation – The steps being taken to formalise the School's approach to academic staff review and development. (Expectation B3)</p>	<ul style="list-style-type: none"> Formalise the School's approach to academic staff review and development. 	<p>September 2017</p>	<p>School Director, Head of HR, UMC, GMC, Academic Board</p>	<ul style="list-style-type: none"> Members of academic staff are enrolled on and aiming towards a Higher Education Academy qualification. Academic staff review and development process updated in Employee Reference Book.
<p>10. Affirmation – The introduction of a new policy for the nomination and appointment of external examiners for both the undergraduate and graduate schools. (Expectation B7)</p>	<ul style="list-style-type: none"> Newly approved <i>nomination and appointment of External Examiners policy</i> to come into effect in the 2016-17 academic year. 	<p>January 2017</p>	<p>School Director</p>	<ul style="list-style-type: none"> Consistent, School-wide policy for appointing external examiners meeting the expectations of the UK Quality Code.

<p>11. Affirmation – The introduction of a process for the internal monitoring and review of the undergraduate programme. (Expectation B8)</p>	<ul style="list-style-type: none"> • Newly approved school-wide internal annual monitoring and reporting calendar to begin September 2016. 	<p>September 2017 (first cycle of internal annual monitoring complete)</p>	<p>Academic Board, UMC and GMC</p>	<ul style="list-style-type: none"> • A more systematic, School-wide approach to enhancement as a result of formal internal monitoring.
<p>12. Good practice – The very high level of support for students that makes a significantly positive contribution to their personal, professional and academic development. (Expectation B4)</p>	<ul style="list-style-type: none"> • Recruit a full-time Head of Teaching & Learning with a strong focus on student support. • Continue to monitor and review the support available to students in all areas of the School through student survey feedback; student: Director meetings and other student feedback sessions. • Ensure all staff and students know where to pass on feedback received. • UMC and GMC to begin producing annual action plans responding to student feedback issues. • Monitor the effectiveness of student support in enabling development and achievement by regularly reviewing progression and completion data. 	<p>May 2017</p>	<p>Registrar, UMC , GMC, QA Officer</p>	<ul style="list-style-type: none"> • Positive student feedback in areas relating to student support and improved progression and completion statistics.