

The Open University

QAA Higher Education Review – Action Plan in response to the review carried out in December 2015

The review confirmed that the quality and standards of provision at The Open University meet UK expectations in all four areas of judgement.

Progress report June 2017. Updates identified by **blue text**. Shaded area denotes full actions complete.

Abbreviations used: ARC Affiliated Research Centres ACQ Assessment, Credit and Qualifications Sub-Unit APG Academic Policy and Governance Unit AQGC Academic Quality and Governance Committee AS Academic Services Unit CICP Centre for Inclusion and Collaborative Partnerships Comms Communications Unit EE External Examiner IAG Information, Advice and Guidance IET Institute of Educational Technology LTS Learning and Teaching Solutions NSS National Student Survey OUSA Open University Students Association	PRES Postgraduate Research Experience Survey QAC Qualifications and Assessment Committee RAS Research and Academic Strategy Unit SAS Statistical Analysis System SIO Strategy and Information Office SPRC Strategic Planning and Resources Committee SRF Student Recruitment and Fees Unit VCE Vice-Chancellor's Executive VRE Virtual Research Environment Vice-Chancellor's Executive with overall responsibility Univ. Sec. University Secretary Dir. Strat. Director of Strategy Dir. Extern. Eng. Director External Engagement PVC LTI Pro-Vice-Chancellor Learning and Teaching Innovation PVC RAS Pro-Vice-Chancellor Research and Academic Strategy
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	Feature of Good Practice; Recommendations; Affirmations	Action agreed	Date for Completion	Action by	VCE	Success Indicators	Progress June 2017
	Good Practice						
1	The widespread and effective use made of independent external advisers in setting and maintaining academic standards (A3.4, A2.1)	1.1 The Curriculum Policy and Processes team will work closely with the faculties to ensure that the University's policy and processes relating to the role of external assessors and advisers in the development of its qualifications and modules are embedded into the emerging faculty governance structures, and Boards of Study and Teaching Committees in particular.	Complete (Sept 2016)	Head of Curriculum Policy (APG)	Univ. Sec.	QAC is satisfied it has sufficient external comment on new and amended qualifications. External assessor reports comment consistently on	1.1 Complete 1.2 Business as

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		<p>1.5 As part of implementing Chief External Examiner appointments, consideration will be given to the respective duties of Chief External Examiner and External Adviser in assuring different aspects of academic standards.</p> <p>1.6 The use of external advisers by Boards of Studies in the new governance and management arrangements will be appraised as part of the current Annual Quality Review (AQR) process and Periodic Quality Reviews (PQR) being carried out in</p>	<p>Dec 2017 (see progress column)</p> <p>April 2017</p>	<p>Head of Curriculum Policy (APG) / Director, Assess't, Credit and Quals (AS)</p> <p>Acting Head of Quality</p>		<p>Clear role descriptions in place for Chief External Examiners and External Advisers</p> <p>Clear use of external adviser annual reports through responses to these by the Faculties all of</p>	<p>project, & an implementation date is expected as a result of that review.</p> <p>1.5 All future conflatons will have CEAB EE oversight. However we have not yet implemented the PCB component of the Award structure so have not yet implemented the Chief EE role. There is currently a review of the DSO project, PCBs are one part of the project, and an implementation date is expected as a result of that review.</p> <p>1.6 This was a new action added by AQGC in February 2017. The AQR process already utilises External Adviser reports and</p>

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		2017.				which is reported on in the AQR process; External advisers will advise Panels undertaking PQR in 2017 that they perceive their influence as unaffected by the changes in faculty governance.	response to these by faculties, and are scrutinised by the Institutional Scrutiny Group. Meanwhile, all PQR panels in 2017 are being asked to seek External Adviser comments on their use by Boards of Studies when they meet them as part of the review visit.
2	The effective ongoing improvement of the StageGate process to provide a comprehensive online resource for the development of modules and qualifications (B1)	<p>2.1 The StageGate process will continue to operate as a framework to support the University's management and approval of its qualifications and modules, including – in an adapted form – non-credit bearing modules.</p> <p>2.2 The process will be reviewed and amended as necessary to reflect the University's new structures and governance. The StageGate process will continue to be supported by comprehensive online resources.</p>	<p>Complete</p> <p>July 2017 Business as usual</p>	Head of Curriculum Policy (APG)	Univ. Sec.	The StageGate process operates as a framework to support the University's management and approval of its qualifications and modules.	<p>2.1 Business as usual</p> <p>2.2. A review of Stage gate is currently being undertaken. This review includes updating existing text and tools to reflect the University's new structures and</p>

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							governance. The work will be completed by end July 2017.
3	The wide range of support provided to enquirers and applicants in line with the University's commitment to open access and widening participation (B2, B4)	<p>3.1 The approved recommendations of the Entry Project aim to get students started on the right course for them and where appropriate, pointing more students to Access modules. Student Recruitment & Fees will help to implement the recommendation by reviewing the registration process.</p> <p>3.2 SRF information to prospective Access students will be improved through collaboration with CICIP (Centre for Inclusion & Collaborative Partnerships)</p>	<p>Dec 2016- Complete pending implementation of entry project</p> <p>Complete</p>	Deputy Director, Student Recruitment and Fees (SRF)	Univ. Sec.	<p>Decrease in students ceasing HE studies within or at the end of the first year without achieving their intended goal. Increase in qualification completion rate.</p> <p>Increase in percentage of students starting with Access</p>	<p>3.1 This sits across two areas-More Students Qualifying (Steve Clark) & The Entry project (Liz Marr). Both are looking at supporting students to make the right choices online with either proactive contact or introducing restrictions for online registration in some areas. We await technical solutions to move forwards. The Entry project are implementing proactive calling from August 2017 to a selection of students who register online.</p> <p>3.2 Complete</p>

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		<p>staff, and will be reinforced with refresher training. Prospective Access students will continue to be contacted as part of the application process.</p> <p>3.3 Contact and conversion of student applicants in low socio-economic areas will be reintroduced.</p> <p>3.4 The 2016-2020 Equality Scheme has the objective to improve equality data for students, including to address a priority area for improvement, to “Improve student declaration of caring and dependency status from 7.22% to 15% by 2018 and to 20% by 2020”. This will help the OU identify students within this group who may need support to reduce barriers to success.</p>	<p>Dec 2016- Estimated completion June 2017</p> <p>Ongoing until 2020</p>			<p>module, successfully completing that module and moving to level 1.</p> <p>Increase in percentage of these students registering for an OU course.</p> <p>Student declaration of this data increased to 20%.</p>	<p>3.3 Changes as a result of the Student Recruitment & Support Centre (SRSC) activity have taken priority & this will be revisited by Marketing in late 2017.</p> <p>3.4 2016/17 to date is showing a 51.8% declaration level in this area, already exceeding the target set by 2020</p>
4	The highly effective embedding of the needs of disabled students through the design, approval and delivery of the curriculum (B4, B1)	4.1 Reasonable adjustments for disabled students will be reviewed, taking a whole curriculum lifecycle approach with the aim of further embedding accessibility within curriculum delivery so reducing the need for ad hoc production of alternative formats. Improvements to IAG (Information, Advice	July 2017	Director, Access, Careers and teaching support (AS)	Univ. Sec.	More holistic approach to student support through improvements in IAG, materials production, and needs assessment	On track. A new procedure & VOICE activity plan for alternative formats reasonable adjustments has been developed

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		<p>& Guidance) for disabled students on options and use of resources.</p> <p>4.2 To improve the consistency of reasonable disability and welfare support available to postgraduate research students, regardless of mode or location of study. The University seeks to systematise the welfare support (e.g. counselling, reasonable adjustments to the work place) currently available to research students; providing a structure with clearly identifiable pathways to those responsible for student welfare services.</p> <p>4.3 A new version of the module</p>	<p>July 2017</p> <p>Nov 2016</p>	<p>Head of Research Degrees (RAS)</p> <p>Head of Curriculum</p>		<p>and so a reduction in requests for alternative formats (not resulting from reduction in disabled student numbers).</p> <p>There will be an improved clear cross faculty framework for providing welfare support for postgraduate research students.</p> <p>The new version of the module specification template ensures the design and approval of new curriculum takes into account the needs of disabled students.</p>	<p>through collaborative working between the teams to support the effective flow of information. The proposal to introduce automated mainstream print on demand on all modules is ongoing. LTI are expecting to continue with the existing 50 modules as per last year.</p> <p>4.2 On track</p> <p>4.3 The new</p>

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		specification template will be included in the next release of the Curriculum IT system, including better online help and guidance. System testing will be conducted to check that the mechanism ensures the design and approval of new curriculum takes into account the needs of disabled students.	(See progress column)	Policy (APG)			Module Specification report, aligned closely to the new Qualification Specification report was released in 2016. The content of the embedded template is being reviewed, but has been delayed and is expected to be confirmed so implementation can proceed. Estimated July 2017.
	Recommendations						
8	Implement consistently the procedures for checking validated partners' student information (C).	8.1 Improved processes and guidelines for checking partner-published information on validated awards to be developed including: allocation of named person responsible; criteria for partners and CICP staff confirming what should be checked, when and how frequently; improved record keeping to confirm information checked and outcome; and a feedback form for partners to communicate checking outcomes and detail any action necessary. 8.2 A procedure will be developed for	July 2016 Complete (Feb 2017)	Deputy Director Partnerships (CICP)	PVC RAS	Actions for correction of literature are agreed with partners. Director CICP is satisfied that all partner information is confirmed as accurate against new criteria.	8.1 Complete 8.2 Websites and

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		entering the outcome on the risk register for the partnership when criteria are not achieved 8.3 Improved procedures will be reviewed after the first year of implementation.	Complete August 2017			August 2017 review confirms that procedures have been effective and that there are no gaps or out of date material published	publicity materials of new applicants are being scrutinised as part of the admin audit process. Findings are shared internally with the relevant contacts prior to the visits and recorded for future reference. Senior Quality Partnership Managers now have risk registers for each institution and all are being reviewed by Quality Management Group 8.3 Not yet due.
10	The steps being taken to engage the wider student body, and to inform students more effectively about actions taken in	10.1 There will be an evaluation of the effectiveness of the implementation of recommendations to improve the OU's Student Consultative Process made by external consultants in 2015 and consideration of recommendations for further change by the University Students	Complete (July 2016)	Asst Director, Unit Student and Staff Engagement (AS)	Univ. Sec.	Increased student engagement in consultative processes and increased response rates to surveys.	10.1 Complete

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	response to their feedback (B5)	<p>Consultative Executive.</p> <p>10.2 The joint OU-OUSA Student Engagement Project will develop detailed policies and practices for responding to student feedback. It will also develop a student-facing website that sets out what the University is doing to engage students in partnership; that explains and promotes opportunities for students to provide feedback through surveys such as the NSS; and that provides 'You Said, We Did' responses to the student body. The Project will also develop new approaches to ensure institutional overview and evaluation of the range of student feedback provided and coordination of 'You Said, We Did' responses.</p>	Spring 2017 (see progress column)			<p>Higher visibility on OU website of 'You Said, We Did' response to feedback and increase in channels used to inform student body. Increased student awareness of these channels evidenced through website statistics and response to survey questions.</p> <p>Timely and comprehensive responses to feedback that communicate to students when and where feedback has been acted on, or where change is not possible, the reason why.</p>	10.2 Delays in obtaining funding have meant the launch of the website, to be called Student Voice, has been delayed until September 2017.
12	The steps being taken to improve the communication of assessment regulations to students (B6, C)	12.1 A new framework will be developed for module teams to support consistently effective communications to students about assessment.	Complete (January 2017)	Director Assessment Programme / Project Manager	PVC LTI	Consistent information in the module context provided to students. Clearer understanding by	Framework approved by Education Committee in summer 2016. Implementation

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		12.2 The ACQ (Assessment, Credit & Qualifications) Communications project will deliver a single source for student-facing policy guidance and effective communication in a student focussed style.	Complete (January 2017)	Director of Assessment, Credit and Qualifications (AS)		students of the purpose of assessment as evidenced in increased NSS satisfaction on assessment. Reduction in student queries and complaints regarding assessment policies and processes.	now sits with the Units identified. 12.2 The 2016 ACQ restructure has successfully delivered. The team focused on student policy guidance & communication. It is now BAU to review all student facing coms. High priority web-based content & operational coms are complete, with all remaining policies & coms being addressed throughout the remainder of 2017.
13	The planned arrangements systematically to make available all external examiners' reports for direct provision in full to students and staff,	13.1 The Delivering Student Outcomes project will develop policy on the publication of External Examiner reports. 13.2 An appropriate site will be arranged for publication to staff and students, and a	Dec 2016 (completed) Dec 2017	Director of Assessment, Credit and Qualifications (AS)	Univ. Sec.	Policy approved and EE reports published in line with policy. Increased take-up of external	13.1 Completed July 2016 (see EC-2016-02-16 and minute) 13.2 Cluster EABs took place in late

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	(B7)	publication timetable to match conflation periods will be developed. Subject to governance approval, reports for all cluster Examination and Assessment Boards will be published by the end of 2017 when results for all modules and qualifications will be determined through a new process and structure. (Current arrangements for students to access external examiner reports will continue until the new arrangements are fully implemented).				examiner reports by students	November 2016 and the reports are currently being received. The publication site and timetable for the reports, is on track for the first conflation reports under the changed awarding arrangements to be made available approximately mid-way through 2017.
15	The current review of the usability of the Virtual Research Environment to improve its use as a learning tool (B11).	<p>15.1 The review of the existing Virtual Research Environment (VRE) will be completed, including input from surveys of Affiliated Research Centres (ARC) staff and students; focus groups of students, supervisors and ARC co-ordinators student consultation; and VRE manager usability testing.</p> <p>15.2 Revisions will be carried out, usability testing undertaken and the new version of the site launched.</p>	<p>May 2016 (completed)</p> <p>First stage enhancements: Sept 2016</p> <p>Second stage enhance-</p>	Head of Research Degrees / Senior Manager VRE (RAS)	PVC RAS	<p>VRE enhancement plan delivered which clearly articulates user requirements.</p> <p>Student testing (2017) demonstrates navigation improvements and task completion</p> <p>Analytics and feedback demonstrate:</p> <ul style="list-style-type: none"> Increase in overall VRE 	<p>15.1 Completed</p> <p>15.2 Further enhancements to the site will be in place by July 2017: improved listing and search ability of forms, more consistent mobile view and a new</p>

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		15.3 Evaluation of changes through analytics and further feedback, and further improvement as required.	ments: May 2017 Ongoing (analytics monthly)			user traffic <ul style="list-style-type: none"> • Increase in frequency of visits to VRE (evidence of a shift from monthly to fortnightly use) • Improved satisfaction demonstrated through PRES survey OU-specific question on VRE use 	partner's area. Research students from across the University have been commissioned to update learning materials on the associated VLE and this will take place in a hackathon on 11 July; there will also be the opportunity to gather anecdotal feedback from the participants as to how usable they find the site. Requirements are being continuously updated. 15.3 Complete.

Appendix 1 –full actions completed

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	Good Practice						

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5	The widespread commitment to student success as a focal point for enhancement activity (Enhancement).	<p>5.1 Improving student success remains a central pillar of the University's new strategy (approved by Council, May 2016). As the strategy will drive institutional enhancement decisions and unit business plans, there will continue to be a widespread emphasis on enhancement through faculty-led and cross-organisational initiatives which focus on better helping our students to succeed.</p> <p>5.2 We will continue to build on current good practice in the use of data to monitor and improve progression, including greater use of real-time data and visualisation techniques.</p>	<p>Complete (June 2016) and business as usual</p> <p>Business as usual</p>	<p>Senior Strategy Manager (SIO); Head of Portfolio Office (SIO)</p> <p>Director of Strategy (SIO)</p>	Dir. Strat.	<p>Council is satisfied that the new strategy has sufficient commitment to student success and confirms the success indicators proposed to evaluate strategic objectives relating to student success (complete).</p> <p>Delivery of regular reporting on student retention to the executive and committees:</p> <ul style="list-style-type: none"> • Monthly to the Vice-Chancellors Executive and Student Success Portfolio Board • Every Senate meeting through the Academic Performance Report • Annually to Council and 	<p>5.1 Complete</p> <p>5.2 Complete. Embedded as business as usual, under the management of the new Director of Data and Insight (Begona Nunez-Herran).</p>

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						SPRC Student retention issues are more clearly communicated through the creation of consistent and interactive reports in SAS Visual Analytics. Updates provided at least every two weeks and available to all staff with the ability to tailor reports to individual needs.	
6	Draw together the wide range of information on admissions to provide a single comprehensive point of reference for applicants and staff (B2)	<p>6.1 To agree a defined set of information resources on admissions and provide a single point of access to this information for prospective students and enquirers and a point of access for staff by:</p> <p>a) Re-structuring access to essential documents to enable prospective (and current) students to readily locate relevant documents.</p> <p>b) Improving signposting to essential documents within the online prospectus.</p> <p>c) Improving signposting to StudentHome for continuing students for “admissions” to modules.</p>	<p>Sept 2016</p> <p>Complete (May 2016)</p> <p>Complete</p> <p>Complete</p>	<p>Head of Digital Engagement (Comms) /</p> <p>Head of Customer Experience (Marketing)</p>	Dir. Exter. Eng.	<p>User experience (UX) testing indicates prospective students are able to more easily locate information required to support their application process when compared with UX results from 2015/16.</p> <p>The existing web site satisfaction survey in session indicates a higher</p>	<p>a) Complete</p> <p>b) Complete</p> <p>c) Complete</p>

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		<p>d) Reviewing content and links within postgraduate and within the online prospectus to determine and deliver enhancements to existing admissions information, ensuring consistent links and signposting to information.</p> <p>e) <u>Providing a single, tailored checklist and links to all admissions information within undergraduate online prospectus.</u></p> <p>f) <u>Delivery of content to take enquirers through the admissions process</u></p> <p>g) Reviewing the consistency of information provision within the shared new/continuing student space (StudentHome) to ensure consistency of information sources and use of information conveyed.</p> <p>h) Reviewing the online prospectus undergraduate prospective students journey with external consultants to evidence changes required to improve the prospective students experience with easier steps to registration and appropriate information.</p> <p>(Note that feedback from student consultation will be taken into account when designing proposed changes to the prospective students journey.)</p>	<p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Complete</p> <p>Complete</p>			<p>percentage of prospective students can find all of the information they require on their course when compared with 15/16 results.</p> <p>Feedback from admissions, Student Support Teams and other staff involved in admissions decisions indicates that staff can locate additional admissions information required to support their engagement with enquirers and prospective students.</p>	<p>d) Complete</p> <p>e) Complete</p> <p>f) Complete</p> <p>g) Complete</p> <p>h) Complete</p>

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		6.2 Ensuring access for admissions and student support team staff to the same single set of information [note that 6.1 e and f and 6.2 are primary actions to meet the recommendation]	Complete	Deputy Director, (SRF) / Acting Director, Student Support,			6.2 – How to apply and Registration checklist available publically so accessible; SRSC ensuring appropriate information in SRSC Knowledgebase. Testing underway to ensure consistency.
7	Ensure the publication of full module descriptors for all stages of a qualification to inform prospective students (C)	7.1 Extend module information at all stages to all qualifications with more than one stage. 7.2 Improve publication process, including timing, to ensure relevant module information at all stages is always available. 7.3 Complete scoping of planned changes for an improved applicant journey, particularly online, incorporating business	Sept 2016 Complete March 2017	Head of Digital Engagement (Comms) Director of Marketing/ Director of	Dir. Extern. Eng.	PDFs with clickable links to module details available for all qualifications with stages on www.open.ac.uk/courses/ Scope, plan, timeline and phase 1 of improvements to online prospectus delivered.	7.1 Complete 7.2 Complete (Note: qualifications advertised as in development, without module descriptors, are non-registrable.) 7.3 Complete

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		and prospective student requirements (expected to include an improved method of providing module information to replace the above pdf method) - and completion of Phase 1 activity to deliver planned improvements.		Communications			
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	Affirmations						
9	The ongoing review of the effectiveness of the revised academic governance structure, and the ongoing revisions to committee structures at faculty and programme levels (A2.1)	<p>Institutional Governance</p> <p>9.1 Initial review of the implementation of the new Senate substructure following the first round of meetings in Autumn 2015. (No major issues were identified that needed to be actioned in advance of the committee annual effectiveness review process.)</p> <p>9.2 The annual effectiveness review (AER) conducted for all committees at the last meeting in each committee year will be used to review effectiveness. Key themes and recommendations for improvement will be considered by AQGC, which now has responsibility for assuring the Senate on the effectiveness of academic governance.</p>	<p>Complete. (March 2016)</p> <p>Complete. Sept 2016 and annually</p>	Head of Governance (APG)	Univ. Sec.	<p>AQGC satisfied with outcomes of Annual Effectiveness Review 2016 including implementation of any agreed actions for improvement.</p> <p>AQGC satisfied with proposals to be recommended to Senate.</p>	<p>9.1 Complete</p> <p>9.2 Complete and BAU. Senate approved the assurance statement on the effectiveness of the University's academic governance arrangements in 2015/16 at its meeting in October 2016. This was</p>

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						<p>determined)</p> <p>AQGC satisfied with outcomes of Annual Effectiveness Review 2017 including implementation of any agreed actions for improvement.</p> <p>AQGC assures Senate on the effectiveness of academic governance.</p>	AQGC in September 2017.
11	The work being undertaken to increase student involvement in the design of modules and qualifications (B5)	11.1 The joint OU-OUSA Student Engagement Project is exploring more flexible mechanisms to enable students to participate in the design of qualifications and the way they are delivered i.e. developing good practice guidelines to remove barriers to students taking up representative roles in Programme Committees or Boards of Study (which discuss curriculum in development); will develop mechanisms for increased student engagement in the development of new/replacement qualifications and in the maintenance of existing qualifications; will develop new collaborative ways of engaging students in curriculum and learning design at the module level; and	Complete and business as usual	Asst Director, Unit Student and Staff Engagement (AS)	Univ. Sec.	<p>Indicators for all actions:</p> <p>a) Increase in range of sustainable, regular and integrated opportunities for students to become involved in curriculum design and learning design and increase in take up of these opportunities, including take up of student roles on</p>	11.1 Embedded in business as usual through mechanisms such as the Student Curriculum Design Panel and the introduction of student consultative forums for Boards of Studies.

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		<p>build more links between curriculum-based student societies and faculties to support members of these committed student communities to contribute to curriculum and learning design.</p> <p>11.2 Each Student Support Team (SST) has a student consultative forum to seek the views of its students. Students and staff will be encouraged to use these forums to discuss topics related to the design and development of the curriculum.</p> <p>11.3 The Learning and Teaching Development Team in IET will set up a student panel to engage students in Learning Design and Accessibility research and strategy.</p> <p>11.4 A staff-student 'hack day' was held in January 2016, led by LTS, to provide an opportunity for staff and students to</p>	<p>Complete and business as usual</p> <p>Complete (July 2016)</p> <p>Complete (July 2016)</p>	<p>Learning and Teaching Development Manager, Accessibility (IET) Product Development Manager, Learning Innovation (LTS)</p>		<p>Programme Committees/Boards of Study and an increased use of Student Support Team forums by students and staff for discussion of curriculum design and development.</p> <p>There is clear information about time commitments so that students can match their time availability and degree of involvement desired.</p> <p>(Student Engagement Project monitoring all actions)</p>	<p>11.2 Complete.</p> <p>11.3 Complete</p> <p>11.4 Complete</p>

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		<p>collaborate on ideas exploiting technology to enhance online learning experiences. A toolkit will be developed to enable wider use in the University of the 'hack day' concept to help faculties and other units organise their own events.</p> <p>11.5 The direct authoring tool being developed by LTS will offer a new, user friendly and modern interface for content creation for authors. As part of the long-term plan for implementation consideration will be given to student use of the tool for co-creation of content.</p>	By 2020	Product Development Manager, Learning Innovation (LTS)			<p>11.5 End 2016 the governance processes were cleared, with some technical clarifications ongoing as part of the agile development process. OpenCreate due for release in July 2017. A production release with more robust features is scheduled for completion in Autumn of 2017.</p> <p>The project is currently funded until July 2017, so longer term development is contingent on availability of additional strategic</p>

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							funding. The Learner product is still being researched, but Steering Group has asked us to focus upon the Author product currently. The Learner and Designer elements of OpenCreate will form part of the future bid for additional strategic funding to commence work in the next financial year
	AFFIRMATION						
14	The work being undertaken to provide students with comprehensive contact information to support the resolution of complaints and appeals (B9, C)	<p>14.1 Students are now directed from the Complaints and Appeals website to their personalised list of contact details, including their SST, on the 'your contacts' page of the Help Centre.</p> <p>14.2 In line with recommendations resulting from an external review of the student facing website, an alternative system will be created which, by means of the student selecting criteria, will refer student complaints and appeals directly into the area about which they are complaining or who are responsible for the decision they wish to appeal.</p>	<p>Complete</p> <p>Complete</p>	Senior Manager, Student Casework (APG)	Univ. Sec.	<p>Student complaints and appeals are received in the right area, are prioritised and responded to within the Service Level Agreement – measured by:</p> <ul style="list-style-type: none"> • Significant reduction in students contacting the Student Casework 	<p>14.1 Complete</p> <p>14.2 Complete (live on 22 Nov 2016)</p>

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						<p>Office (or wrong areas of the University) at the informal (first) stage of the procedures.</p> <ul style="list-style-type: none"> • Reduction in average response times at informal first stage (as a result of fewer referrals from one area of the University to another) 	