# CAT Student Learning and Enhancement Strategy Implementation Plan

| Key Aim | Implementation Plan | By When | By Whom | Evidence |
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| To offer a high-quality student experience, delivering programmes that are academically rigorous, professionally relevant and address the academic and professional development needs of our students and the requirements for accreditation of relevant professional bodies | Continue to review processes for quality management and enhancement in response to internal needs and external requirements (UK Quality Code for HE). | Ongoing | Programme Leaders (PLs) via UEL REP forms<br><br>Head of School (HoS) | UEL REP forms<br><br><br>AQR |
| | Manage and achieve successful outcomes in external reviews (eg professional accreditations and QAA) | Ongoing | HoS | External review reports |
| | Employers and alumni are involved in curriculum design and/or delivery as appropriate | Ongoing | PLs | Curricula |
| | Review all forms of learning, teaching and assessment and consider how best to enhance provision, ensuring that learning, teaching and assessment at all levels is flexible and fit for purpose. | Ongoing | PLs | AQR |
| | PLs to indicate through their annual reviews an explicit framework and strategy for programme development | Dec17 and annually thereafter | PLs | UEL REP forms |
| To enable all students to engage as partners in | Engage students in the curriculum and pedagogic development | Ongoing | All academic staff | Student feedback |

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| the assurance and enhancement of their educational experience and across all aspects of their life at CAT | Engage students in the quality management process through student representation on Academic Council, programme committees, working groups and audits | Ongoing | HoS/PLs | Student attendance at meetings |
| | All staff who support learning seek meaningful feedback from students about their experience of learning, and use this to improve the quality of learning opportunities offered by CAT. | Ongoing | All academic staff | Student feedback |
| | Demonstrate how CAT responds to student feedback at all levels. | Sep 17 | PLs | Documented in responses to feedback |
| | Increase the response rates to module evaluation questionnaires and enhance the analysis of and responses to the received questionnaires. | Dec 17 | PLs | Increased response rate and at least maintain it |
| | Further develop mechanisms and analysis of survey data collected to show year-on-year patterns and trends. | Mar 18 | PLs | Results of analysis |
| | Encourage regular meetings between all support service staff and students to promote dialogue and engagement in the day-to-day operation and strategic development of the services. | June 17 | Student Support Manager (SSM) | Reports of meetings |
| | Offer guidance to help students reflect upon their own particular approach to learning and provide support for | Ongoing | PLs | Documented guidance |

| | personal development planning that will inform career progression and engagement with extracurricular activities. | | | |
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| To challenge and support students to realise their ambitions through active engagement with their studies and full participation in the academic community | Provide student support that promotes academic and professional development, as well as pastoral support | Ongoing | All academic staff / Student Support Officers (SSOs) | Student feedback |
| | Student support arrangements place an emphasis on proactive interventions to address obstacles to learning encountered by individual students and to promote effective approaches to learning and personal development. | Ongoing | All academic staff/SSOs | Student feedback |
| | Students are expected to take responsibility for their own learning, to engage actively with feedback and assessment, and to develop their own justifiable ways of thinking about and constructing their view of the world | Ongoing | All academic staff/ students | Curricula |
| | Students have the opportunity to practise habits of learning that will be useful throughout their lives and will help them to be responsive in a rapidly changing world. This includes being able to use technology to shape their own learning environment and interactions | Ongoing | All academic staff/ students | Curricula |
| 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. | Develop our expertise in distance/blended and flexible learning | Ongoing | Lead Academic (LA) /PLs | Staff development |
| | Encourage staff and students to make best use of core digital technologies to support teaching, learning, assessment and feedback. | Ongoing | All academic staff/ students | Curricula |
| | | Ongoing | | |

| | Explore new pedagogical and technological opportunities that will enhance current provision by supporting changes in the curriculum and learning and teaching practice | | All academic staff | Staff development/ changes to curricula |
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| To continue to recruit, develop and value well qualified, professional staff and to ensure all staff are appropriately qualified, supported and developed. | Establishing recruitment approaches that evaluate teaching excellence at the point of recruitment | Ongoing | Human Resources Manager (HRM) HoS | Interview process |
| | Supporting the staff development needs of teaching staff at all points in their teaching career | Ongoing | HoS/ LA/ PLs | Staff development |
| | Ensuring that staff are equipped to keep abreast of the ways that emergent technologies can  transform learning and teaching | Ongoing | HoS/ PLs | Staff development |
| | Encourage staff to achieve external recognition for excellence in teaching, including awards from HEA and other professional bodies | Ongoing | LA/PLs | Applications and success in achieving awards |
| | Ensure that up-to-date knowledge and developments in the field are embedded in all programmes | Ongoing | PLs | Curricula |
| To ensure that our facilities and resources are of high quality, appropriate for the specialist nature of our programmes | Offering teaching spaces that support collaborative, participatory and enquiry-led teaching | Ongoing | Head of Estates (HoE)/ HoS | Student feedback |
| | Adapt or develop teaching spaces in response to staff/ student expectations or feedback | Ongoing | HoE/ HoS | Staff and student feedback |

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| To enhance practices and provide new opportunities that improves the retention, progression and attainment and employability of our students. | Comprehensive processes for induction will be used to introduce the learner to CAT and to a specific learning programme. | Annual | PLs | Induction programme |
| | Additional support needs for individual learners will be identified and appropriate strategies agreed to address the needs | Ongoing | Student disability coordinator | Support needs met |
| | Offering high-quality staff development that builds staff capacity in relation to employability | Ongoing | HoS | Staff development fund |
| | Using our new annual DLHE-related statistics to steer employability priorities in CAT | Sep 17 | SSM/PLs | Analysis of data. Impact on curricula |
| | New courses to embed employability in the curriculum | Ongoing | LA/PLs | Curricula |
| | Provide information and support to students in a way the promotes effective engagement with their studies throughout the student life cycle, to enhance student engagement and retention rates | Ongoing | PLs/ All academic staff | Student feedback. Improved retention data |
| | Increase students' awareness of skills required and gained during their time at CAT and their ability to articulate these skills | Ongoing | PLs/ All academic staff | Student feedback |
| | Data sets to be developed which analyse retention and achievement by student characteristics and level of | Dec 17 | PLs via UEL REP forms | Collection and analysis of data |

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| | qualification on entry to inform the development of policies and practices for student achievement and success | | | |
| To enhance opportunities for the personal development of each student, both within and outside the curriculum to support their progression into employment, further study or to enhance their potential for career progression. | Provide opportunities for wider engagement in the academic community through seminars, societies or other social events | Ongoing | PLs | Student attendance |
| | Increase interaction with alumni, schools, community and business | Ongoing | HoS/ PLs/ All academic staff | Level of interaction and feedback |
| | Offering peer mentoring to support inclusion and attainment | Ongoing | PLs | Success rates |
| To identify and share good practice across all CAT HE | Manage the quality management processes effectively to ensure appropriate levels of accountability, but in ways that will allow good practice to be disseminated and to inform the enhancement of the quality of the student learning experience | Ongoing | HoS/ PLs | AQR |
| To encourage participation by all who can benefit from the CAT student experience | Collect and analyse student data on participation at CAT and identify areas of needed improvement | Dec 17 | SSM/ PLs | UEL REP forms |
| | To increase engagement from student groups who are often viewed as hard to reach such as mature, part-time, international students, distance learners and students with disabilities | Ongoing | PLs/ All academic staff | Participation widened |
| | Embedding inclusion and diversity into Continuing Professional Development for teaching staff | Ongoing | HoS | Staff development |

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