

University of Surrey
Action plan in response to the report of the QAA Higher Education Review published February 2016
(the report is available at <http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10007160>)

Recommendations	Action	Lead/responsibility	Timescale
<p>Make external examiner reports widely available to students and ensure full opportunities are provided for students to engage with the formulation of responses. (Ref: paragraph 2.57 in the report)</p>	<ul style="list-style-type: none"> • The full external examiner's report, not a summary, should always be submitted to the Board of Studies • The new templates for Board of Studies agendas will contain an item on the consideration of external examiner's reports and formulation of responses • Reports should also be submitted to Staff/Student Liaison Committees • External examiners reports to be available for students on SurreyLearn or other dedicated platform 	<p>Associate Deans (Learning and Teaching), Heads of Schools/Departments, Directors of Learning and Teaching, Chairs of Boards of Studies</p>	<p>June 2016</p>
<p>Further clarify the nature and purpose of dual awards and provide a clearer framework for the future development of such awards. (Ref: paragraph 2.82 in the report)</p>	<ul style="list-style-type: none"> • Review policy and practice against the recently published QAA characteristics statement <i>Qualifications involving more than one degree-awarding body</i> • Propose amendments to be considered by ULTC/URDC • Updated clarification to be included in the 2016/17 edition of the <i>Code of practice for the approval and management of collaborative provision</i> 	<p>PV-C (International) and Director of Quality Enhancement and Standards</p>	<p>June 2016</p>
<p>Ensure that the transcript for dual awards includes the nature of the award and the name and location of both higher education institutions involved in the delivery of the programme of study. (Ref: paragraph 2.83 in the report)</p>	<ul style="list-style-type: none"> • Relevant additions made in SITS to enable this to happen 	<p>Deputy Registrar and Director of Student Administration and Services</p>	<p>June 2016</p>

Affirmations	Action	Lead/responsibility	Timescale
<p>The steps taken to formalise and standardise the processes for admissions, and for the recognition of prior learning/credit across faculties. (Ref: paragraph 2.13 in the report)</p>	<ul style="list-style-type: none"> Review implementation of the <i>Code of practice for the recognition of prior learning and prior credit</i> to ensure consistent application and identify any process improvements required 	<p>QES/Directorate of Administration and Services</p>	<p>By the start of 2016/17</p>
<p>The steps taken to move to a consistent, institutional approach to peer review of teaching practice. (Ref: paragraph 2.22 in the report)</p>	<ul style="list-style-type: none"> Institutional peer review system to be piloted from 2016/17 	<p>Vice-Provost</p>	<p>Start of academic year 2016/17</p>
<p>Good practice: How the University plans to further develop and embed the identified good practice:</p>			
<p>The development and implementation of academic support programmes to meet the needs of specific student groups. (Ref: paragraph 2.29 in the report)</p>	<ul style="list-style-type: none"> On-going development and evaluation of STARS, SPLASH and BOT 		
<p>The coherent and proactive approach to monitoring and raising progression and completion rates through institution-wide initiatives. (Ref: paragraph 2.32 in the report)</p>	<ul style="list-style-type: none"> On-going monitoring through use of the “traffic-light” system and reporting to ULTC Roll-out of “traffic-light” system to cover continuation in addition to progression 		
<p>The institutional-level arrangements for the induction, training and ongoing support of external examiners, including access to online marking. (Ref: paragraph 2.56 in the report)</p>	<ul style="list-style-type: none"> Review of external examiners’ use of SurreyLearn to identify any improvements regarding content and access required 		