Title:	Enhancement Strategy
Policy Number:	P010
Approval Date & Version:	July 2022, Ver. 3.1
Approved by:	Academic Board (AB)
Next Review Date:	January 2024

External Reference Points:

External Source	Reference Points
UKQC- Core Practices	• The provider reviews its core practices for quality regularly and uses the outcomes to drive improvement and enhancement.
UKQC- Advice and Guidance	N/A
Awarding Body Reference	N/A
Other reference Points	• NCL Strategic Plan • Higher Education Review: A Handbook for Providers (QAA 2017), pp.61-67 • https://www.qaa.ac.uk/docs/qaa/guidance/her-ap-handbook-17.pdf?sfvrsn=34a0f881_8

1. Background

1.1.   The Enhancement Strategy provides an overarching framework for enhancement across the College. It reflects the sector-wide definition of enhancement as 'the taking of deliberate steps [at provider level] to improve the quality of students' learning opportunities'.

1.2.   Reflecting the need for enhancement to be both systematic and deliberate, a structured approach to enhancement which aligns with strategic aims and makes full use of a range of different data sources (including routine quality assurance processes) should be adopted. This will ensure that enhancement activities are appropriately instigated, implemented, monitored and evaluated.

2. Aim of the Policy

1.3.   The aim of the enhancement strategy is to articulate the enhancement process and outline the deliberate steps the College can take at various levels to improve the quality of students' learning opportunities.

3. Principles

Quality enhancement is informed by the following principles:

3.1. Aligned with College's broader mission, strategies and values;

3.2. Data informed, outcomes-focused and critically reflective, taking into account a wide range of evidence, both qualitative and quantitative, generated from internal and external activities and reference points;

3.3. A collaborative endeavour, focusing not only on academic programmes but also on the wider contributory and supporting activities which underpin the student learning experience;

3.4. Undertaken within an environment within which innovation and creativity are valued and where such activities are encouraged through institution-wide initiatives

3.5. Holistic, encompassing major strategic initiatives at College level as well as more local activities;

3.6. Embedded within routine academic quality review and assurance activities and/or arising as a result of specific projects or initiatives which themselves arise from a strategic and joined-up approach;

3.7. Inclusive, open and transparent and itself the subject of critical evaluation and review;

3.8. Concerned with the engendering of an ethos that promotes and encourages self-criticality and which identifies and disseminates features of good practice;

3.9. Inclusive of students, both through the full inclusion of students in the formal structures of the College's deliberative structures and also attentive more widely to the voice of students;

3.10. Attentive to the voice of other stakeholders such as staff, professional bodies, employers and institutional partners.

4. Types of Enhancement Initiatives at NCL

The enhancement initiatives at Nelson College London are both systematic and deliberate. The various types of enhancement activities initiated, implemented, monitored and evaluated are listed as follows:

1. **Incremental enhancement**: Incremental enhancement arises both from routine quality assurance processes and from specific quality enhancement and development activity

2. **Reactive enhancement**: Reactive enhancements are carried out in response to some unanticipated event only after it occurs (such as an unexpected adverse finding in an external report) or changes made regulatory/external/regulatory authorities.

3. **Strategic enhancement initiatives:** Strategic enhancement involves planned and deliberate changes to facilitate the College to achieve its mission, long terms goals and objectives. Deliberate enhancement may also drive from opportunities and link with external funding sources or technological changes.

4. **Thematic enhancement:** Every year the College will identify one thematic area and will undertake root and branch review of that theme.

5. Tools and Mechanisms used by College for Enhancement

5.1.Incremental enhancement

Incremental changes are made by sharing good practices identified in one area (module/ Programme level) across all programmes. The good practices highlighted in the module, Programme and departmental reports are then reflected in the College Review and

Enhancement Report (CRER).

The College aims to foster a culture of continuous enhancement and improvement through critical self-evaluation. The reports produced at various levels evaluate strengths, identifies and addresses potential risks to quality or academic standards.

Incremental enhancement initiatives are identified and addressed in the following reports/tools:

a) Module Evaluation and Monitoring Report (MEMR) for each module
b) Review and Enhancement Process Report (REP) for each programme
c) College Review and Enhancement Report (CRER)
d) Peer Observation Report
e) Exit Survey Report
f) External Examiners' reports (i.e. EV reports)
g) Entry Profile Analysis Report
h) Student Feedback Analysis Report
i) Minutes of various committees

5.2. Reactive enhancement

The College aims to be proactive in anticipating opportunities and challenges. The College deploys mechanisms (such as the Principal's Executive Group (PEG) and other committees), to respond to negative outcomes due to unanticipated events post-occurrence (such as unexpected adverse findings in an external report) or to make use of opportunities offered by changes made by regulatory/external/regulatory authorities.

a) External Examiners' reports (i.e. EV report)
b) QAA Report
c) Awarding bodies' reports
d) Regulatory bodies reports/guidance
e) External surveys/returns

5.3. Strategic enhancement initiatives

The need to enhancement may be prompted by a strategic plan and/or other commitment the College wishes to make to the wider public and regulatory bodies. The following tools/documents are used as a part of strategic enhancement initiatives:

a) Strategic Plan
b) Access and Participation Plan
c) Student Protection Plan
d) Financial Forecast and Commentary
e) Self-assessment of governance and management arrangements
f) Work Placement and Employability Report
g) Periodic (Quinquennial) Review Report

5.4.Thematic enhancement

The thematic enhancement may be prompted by the Learning, Teaching, Engagement and Enhancement conference (LTEE conference) or any periodical root and branch review the College may undertake.

6. Monitoring and Evaluation

6.1. Academic Board (as the body responsible for oversight of Learning, Teaching and Assessment, Student Experience and the Learning Environment across the College) shall provide an Annual Report to the Board of Governance on the Enhancement of Student Learning Opportunities in an agreed format.

6.2. The Committees of Academic Board shall periodically review their activities to ensure that the principles and approach outlined within this strategy are being adhered to and that there is a unified strategic approach to enhancement in those areas for which they have responsibility;

6.3. Within the Annual Review and Enhancement process, the Heads of Department Report and Head of Quality Assurance's report shall explicitly consider enhancement activities and impact;

6.4. Recommendations for further developing the College's approach to enhancement will emerge from the routine activities undertaken at all levels and intelligence gained from a variety of forums.

6.5. This strategy itself will be subject to annual review by Academic Board.