



QAA Higher Education Review (Alternative Provider) Outcomes and Action Plan May 2018

After a QAA Higher Education Review which took place from 21 to 23 November 2017, the QAA review team formed the following judgements about the higher education provision at Montessori Centre International (St Nicholas St Nicholas Training Centre for the Montessori Method of Education).

Judgements

The QAA review team formed the following judgements about the higher education provision.

- The maintenance of the academic standards of awards offered on behalf of degree-awarding bodies and/or other awarding organisations **meets UK expectations.**
- The quality of student learning opportunities **meets UK expectations.**
- The quality of the information about learning opportunities **meets UK expectations.**
- The enhancement of student learning opportunities **is commended.**

The following action plan has been produced in response to the Key Findings in the Review report.

| Findings | | | | | |
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| Good practice | Actions to be taken | Date for completion | Action by | Success indicators | Progress |
| The extensive support offered to potential applicants, which ensures the effectiveness of the application and admissions process for students and the Centre. (B2) | Continue to monitor the student admissions process through student survey Update online orientation course and monitor closely student completion prior to starting course | After every student intake at Registration Meetings | Admissions & Registrations Officer, Head of Academic Programmes, Head of Operations | Students continue to demonstrate positive levels of satisfaction (<85%) through student survey 90% of students complete orientation course | Online orientation course for newly enrolled students updated and revised Feb 2018, drawing on tutor and student feedback 94% of students completed orientation course for April 18 cohort |
| The integration of Montessori principles in the approach to teaching and learning, which significantly enhances the student learning experience. (B3) | Utilise qualification review for Diploma (EYE) in 2019 to revise assessment criteria to further integrate Montessori principles into structure of the course Pedagogy of Montessori teacher training to form part of Montessori Trainers Workshop | By September 2019 April 2018 | Head of Academic Programmes, Course Leader Diploma Head of Academic Programmes | Qualification Review leads to revised assessment criteria applied to assessment All tutors/assessors involved in MCI training have an underpinning of the values of MCI teacher training | Implemented in April 2018 Trainers Workshop |
| The wide-ranging and highly effective support mechanisms, which allow students to develop their academic, personal and | Establish series of well-being workshops for students and staff | From February 2018 From February 2018 | Coordinator for Students with ALN | Students and staff gain awareness of strategies to support their own well-being Students not eligible for DSA are able to access | First well-being workshop for students Feb 2018 followed by workshop for staff March 2018. First study session workshop planned for May 2018 |

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| professional potential. (B4) | Offer 1:1 and small group study sessions for students who would benefit from more targeted support in study skills | | Coordinator for Students with ALN | targeted study skills sessions to enhance their academic potential | |
| | Offer 1:1 counselling sessions for students and staff | From February 2018 | Coordinator for Students with ALN | Students and staff are able to access counselling services | Counselling for students and staff active from March 2018 |
| | Develop Supporting Student Wellbeing Policy to include mental health | Autumn 2018 | Coordinator for Students with ALN, Head of Academic Programmes | Effective policy and procedures are in place to support student well-being | Working party established Jan 2018 |
| | Mental Health First Aid training to be disseminated amongst tutors | June 2018 | Coordinator for Students with ALN | Staff team have improved awareness of supporting mental health situations | Training booked for May 2018 |
| The engagement of students as partners in processes for taking forward identified enhancement initiatives. (B5) | Establish lead student rep to ensure continued engagement of students in enhancement | Autumn 2018 | Head of Academic Programmes | Students are more proactive in enhancement initiatives, able to lead as well as support | |
| | Finalise Student Engagement Policy to define and describe MCI strategic commitment to student engagement in enhancement | Summer 2018 | Head of Academic Programmes | Policy formalises the continuing engagement of students in enhancement | Working party has prepared draft policy |
| The comprehensive and detailed support for placements, which enables students to put | Training workbooks for placement tutors and placement mentors to be developed and added to | Spring 2019 | Head of Academic Programmes and Academic Placement Tutor | Training Hub is established for new placement tutors and mentors | |

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| their learning into practice effectively in their professional environment. (B10) | Training Hub on Virtual Learning Environment Further develop use of webinar to support students, tutors and mentors, making use of new webinar software and increased internet capacity | From Summer 2018 | Academic Placement Tutor and Placement Coordinator | New webinar software is in use facilitating wider collaboration and engagement | Internet speed significantly enhanced in new premises, April 2018 |
| | Update database of MCI placement approved schools, establishing more rigorous requirements | Starting Autumn 2018 | Academic Placement Tutor and Placement Coordinator | Updated database of schools is available for current and prospective students | Pending Salesforce developments for placement |
| The translation of the strategic commitment to enhancement at operational level, which ensures its consistent implementation. (Enhancement) | To be embedded in strategic planning going forwards and translated into operational planning annually to ensure the student voice is heard and acted upon | Development of strategic plan 2019 | Head of Academic Programmes, Chief Education Officer, Chief Executive Officer | Students continue to be considered as equal partners in the enhancement of the quality of learning opportunities within MCI | Strategic plan includes commitment to enhancement Operational plan 2018/19 includes implementation of enhancement commitment through clear actions |
| The development and enhancement of the VLE which has significantly enhanced learning, teaching and support for students and provides a valuable resource for the Centre's academic community. (Enhancement) | Enhancement of Cert HE/FdA Level 4 to further extend blended learning approach to teaching and learning | Ongoing to be completed by Autumn 2018 | Level 4 Module Leaders, Course Leader FdA, eLearning Development Officer | Students are offered more flexible study pathways, facilitating online participation and engagement | 2 modules are currently being rebuilt |
| | Review & refresh of online materials for Diploma (EYE) and to extend blended learning approach to teaching and learning | Spring – Summer 2019 | Curriculum Area Leaders, Course Leader Diploma, eLearning Development Officer | Students are offered an enhanced, blended approach to learning, facilitating online | Schedule for unit review in place |

| | Develop Careers Hub for MCI students and graduates | By Spring 2019 | Head of Academic Programmes & eLearning Development Officer | participation and engagement | |
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| | Develop Training Hub to support training needs of student reps, placement tutors, placement mentors, online tutors, IQA and workshop tutors | By Spring 2019 | Head of Academic Programmes & eLearning Development Officer | | |
| Recommendations | Actions to be taken | Date for completion | Action by | Success indicators | Progress |
| Review the approach to student representation on deliberative committees, to maximise the continuity and effectiveness of student participation. (B5) | The role of student representatives to be included in Student Engagement Policy | By July 2018 | MCI Committees with Student Representatives, Course Leaders, Head of Academic Programmes and Chief Education Officer | Continuity of student representation is established | Review of student representation discussed at Academic Committee (20/02/18) and Education Committee (13/03/18) |
| | Reconsider timing of Education Committee Meeting to facilitate consistent student representation | By July 2018 | Head of Academic Programmes | Students are clearer on their role within the Centre's committee structure and are more fully engaged in the decision-making processes | |
| | Establish 'lead student rep' to attend all Academic & Education Committee Meetings | By July 2018 | Course Leader Foundation Degree | | |
| | Level 5 FdA student reps to mentor and work with Level 4 student reps for continuity | From September 2018 | | | |

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| | Develop student rep training workbook on the Virtual Learning Environment | By October 2018 | Head of Academic Programmes | | |
| Develop formal policies and processes for ensuring that information for students remains fit for purpose, accessible and trustworthy. (Information) | <p>Develop a policy and procedure document to guide the oversight and audit for the management and production of student-facing information.</p> <p>To include:</p> <ul style="list-style-type: none"> • Website • Course Cards • Student Handbooks • Virtual Learning Environment • Support Blog <p>Put in place annual audit and sign-off process</p> | By July 2018 | Head of Academic Programmes & Leader of eLearning | <p>Policy and procedure are in place</p> <p>Staff are clear on responsibilities for producing and updating student facing information</p> <p>Annual audit and sign off process is in place</p> | Policy and procedure document to be presented for approval at Education Committee in June 2018 |