

ongoing and new priorities: curriculum development; technology enhanced learning; staff engagement; engaging students as partners; enhancement of UBIC spaces; engagement with alumni; student transition; and student support. Each of these eight is divided into a range of specific actions, with a targeted completion date and an evaluation of the expected impact of the outcomes. The action plan also summarises actions completed in the current year, which include a new system for tracking student complaints, progress on the digitisation of assessments, analysis of student feedback on enhancements to the VLE (which were welcomed by students), further staff training on special educational needs and communications with staff on the outcomes of the Kaplan

Strategic Management Board (JSMB) and the Kaplan Director of Colleges. As well as involvement in Programme Committees, students contribute to annual quality monitoring by submitting individual module and overall student experience questionnaires which are considered by teaching staff and by the SMT. Students also participate in staff-student consultative committees and receive feedback from these. Similarly, staff have the opportunity to feedback to academic managers on their own modules. The review team found that UBIC adheres to the Annual Programme Monitoring and Annual Reporting procedures as prescribed by Kaplan.

8 Overall, 85 per cent of students starting programmes at UBIC completed their programmes in 2016-17, with 95 per cent of those students receiving an unconditional offer from the University. As a precursor for discussions at the JAB in July, the University produces raw data on the performance, retention and progression of UBIC alumni compared with such data for the University's Home/EU students and international direct entry students. The results are discussed in detail between UBIC and University Link Tutors at their twice annual meetings.

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