

Internal Action Plan with reference to QAA EOR (AP) May 2025



Reviewed by Student Representatives	19/08/2025
Approved by Senior Management	26/08/2025
Agreed by Staff	27/08/2025
Published on College website	06/10/2025

This document sets out Irish Baptist College's response to the QAA report published on 28th July 2025 (available at <https://www.qaa.ac.uk/docs/qaa/reports/educational-oversight-review-of-irish-baptist-college-may-2025.pdf>).

The action plan outlines Irish Baptist College's internal quality assurance process and responds to the QAA recommendations and offers an update on the affirmation of action being taken.

QAA EOR (AP) May 2025 Recommendations	Action to be taken	Target Completion Date	Action by:	Reporting to:	Success Indicators/Evaluative Procedures	Progress (Including notes of completion)
Strengthen the College's approach to developing action plans based on student feedback and ensuring the feedback loop is closed (Sector-Agreed Principle 2)	Action plans will be produced following student feedback from the Student Voice Committee (SVC) and Post Graduate Forum. They will be shared on the VLE to be available for students Evaluate collectively with the students at the SVC and PG Forum	Immediate January 2026 May 2026	College Management Director with students on the SVC and Post graduate Forum.	Staff Meeting Board of Studies AQAC Student Voice Committee and Post Graduate Forum	Action Plan will be shared with students on the VLE Feedback via the SVC and PG Forum Management can use the feedback to enhance the student experience	
Provide General Data Protection Regulation training so that all staff are aware of their responsibilities (Sector-Agreed Principle 4)	GDPR training at Staff Meeting for College staff GDPR training at annual Staff Training Day for all staff and visiting lecturers	October 2025 August 2026	College Management Director	Management Committee Staff Meeting	A summary of the training for College staff will be sent to visiting lecturers. Staff/visiting lecturer attendance at the GDPR training will be recorded	

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Establish a systematic approach to the collection and analysis of data, both qualitative and quantitative, to inform enhancement activities (Sector-Agreed Principle 4)	Using the feedback collected from module feedback at the end of each semester, the course leader will supply a written response to be discussed at the Student Voice Committee and the Postgraduate forum	January 2026 May 2026	College Management Director Director of Training Postgraduate Director	Staff Meeting Student Voice Committee Postgraduate Forum	Two-way communication between staff and students will enhance activities	
	Staff will collate the information collected from the annual Student Survey and compose a written response which will be discussed at the End of Year Student Voice Committee and Postgraduate Forum	Students to take the survey in March 2026	Lecturers Students	Board of Studies AQAC	Provide statistics from the Student Survey to be reviewed at Staff Meeting, Board of Studies and AQAC	
	Module information from Progression boards used to identify any areas that could be further improved	October 2025			Data will be evaluated and used to inform 'next steps'	
	Individual Progress Reports to track academic progress	December 2025 March 2026			Students will be informed of their academic progress	

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Ensure entry criteria for all programmes are communicated clearly and accessibly in published information (Sector-Agreed Principle 9)	Ensure the entry criteria for the Masters in Theology course is on the website and if required, other publications	September 2025	Postgraduate Director	Board of Studies	Potential applicants will be able to access the entry criteria information	The website has been updated
	Continue to monitor updated entry criteria on future publications	February 2026	Director of Training	Admissions Committee		
Extend the diversity of assessment tasks to ensure that students are provided with tasks that prepare them well for their intended careers (Sector-Agreed Principle 11)	The Offer letter from the University of Chester states: “The validation of existing courses on an ‘as is’ basis. Specifically excluding modification of courses unless the University agrees that maintenance of academic quality and standards required it.” As a result the diversifying of assessment tasks is on hold. However, a review of the diversity of assessment tasks will be part the process as we look for a new validating partner.					
	Consultation with students on assessment tasks	Summer 2026	Director of training	Staff Meeting	A report will be produced assessing the College’s current diversity of assessment tasks and offering recommendations on future development and suggestions for potential further diversification	
	Consultation with other institutions		Postgraduate Director	Student Voice Committee		
			Lecturers	Postgraduate Forum		
		Students	Board of Studies			