

## Action plan<sup>[1]</sup>

| Anglo American Educational Services Action Plan relating to the Recognition Scheme for Educational Oversight in April 2021                                     |                   |  |                |   |             |   |
|--|-------------------|--|----------------|---|-------------|---|
| Good practice  | Intended outcomes | Actions to be taken to achieve intended outcomes | Target date(s) | Action by <sup>[2]</sup>  | Reported to | Evaluation (process or evidence) <sup>[3]</sup> |
| The review panel identified the following areas of <b>good practice</b> that are worthy of wider dissemination within the Anglo American Educational Services: |                   |  |                | <b>CEO</b> – Chief Exec<br><b>VPAA</b> – Vice-Pres. Academic Affairs<br><b>MD</b> – Managing Director<br><b>IM</b> – Internship Manager<br><b>MM</b> - Marketing Manager<br><b>SSM</b> – Student Services Manager<br><b>ISL</b> – Internship Seminar Leader |             |   |

|  |  |   |                              |                 |                 |  |
|--|--|---|------------------------------|-----------------|-----------------|--|
| <p>The responsive, flexible and robust approach taken in response to the pandemic by AES, with its US partners, to the management of responsibilities for academic standards and the quality of learning opportunities</p> | <p>Develop new university agreements and maintain current relationships.</p>                         | <p>Attend virtual study abroad fairs, panel events and information sessions.</p>  | <p>Fall 2021/Spring 2022</p> | <p>IM</p>       | <p>VPAA/CEO</p> | <p>Adhering to and maintaining standards of home institution on assessment and meeting learning objectives.</p>  |
|  | <p>Student welfare: ensure staff awareness in working with students on diversity &amp; wellness.</p> | <p>Staff attend regular training events on trans, non-binary &amp; gender diverse population, as well as on mental health.</p>  | <p>Spring 2022</p>           | <p>VPAA/SSM</p> | <p>CEO/MD</p>   | <p>As part of Staff reviews, showing ability to support students on local guidelines relating to dimensions of identity; also, the necessary skills to recognise mental health distress and promote well-being among students.</p> |
|  | <p>Management of virtual placements</p>  | <p>Attendance monitoring: alert relevant team members if students are not meeting their allocated number of placement hours, as agreed with their home institution.</p> | <p>Summer 2021</p>           | <p>IM</p>       | <p>VPAA</p>     | <p>Ensuring that requirements for earning academic credit are met, according to home campus guidelines, including completion of specially defined projects, verified by on-site supervisor.</p>                                    |

|  |  |   |             |           |          |   |
|--|--|---|-------------|-----------|----------|---|
|  | Video content for virtual placements   | Videos with content created (including learning objectives) to support students virtually.  | Fall 2021   | MM        | IM/CEO   | Providing a framework for students to achieve their experiential learning outcomes virtually.   |
|  | Free lectures and mentor opportunities | Brainstorming sessions and chats held at the Study Centre for students to join and network. | Spring 2022 | MM/SSM/IM | CEO/VPAA | Increasing learning opportunities beyond the classroom, while offering cross-cultural experience for students participating remotely. |

|  |  |  |                    |                  |                 |  |
|--|--|--|--------------------|------------------|-----------------|--|
| <p>The negotiated arrangements for a US placement or a virtual internship which enabled students to complete their programmes during the pandemic.</p> | <p>Expand opportunities &amp; develop new relationships with internship companies.</p> | <p>Network all over the UK for virtual placements</p>                                    | <p>Summer 2021</p> | <p>IM</p>        | <p>VPAA</p>     | <p>Creating a wider variety of placement fields to attract undergrad students from different majors.</p>   |
|  | <p>Streamline virtual internship application process.</p>                              | <p>Utilise and continue to increase functionality of database introduced in 2019-20.</p> | <p>Summer 2021</p> | <p>SSM</p>       | <p>IM/VPAA</p>  | <p>Expediting applicant screening &amp; communication with both the student and internship site.</p>   |
|  | <p>Provide greater scope and opportunity within the virtual internship programme</p>   | <p>Develop a career building workshop, social media groups and cultural activities.</p>  | <p>Summer 2021</p> | <p>IM/ISL/MM</p> | <p>VPAA/CEO</p> | <p>Enhancing the quality of the programme through helping students identify career paths that match their skills, create their professional online profile and, equally, boost their networking potential.</p> |

|  |   |  |           |      |                                      |  |
|--|---|--|-----------|------|--------------------------------------|--|
| Regular presence of content and offerings to AES partners and students | Broaden the scope of courses on offer, as part of curricular development. | Introduce new courses, with its attendant hiring of new adjunct faculty.   | Fall 2021 | VPAA | Home Campus of US partner university | Achieving wider and more varied student participation from home institutions.  |
|  | Bolster standards of programme delivery for semester & summer session.    | Launch of 'School of Record' agreement with U of Connecticut (UConn) delayed by the pandemic.  | Fall 2021 | VPAA | CEO/UConn                            | Ability to offer a US transcript for AES-run courses to ensure or facilitate academic credit transfer.                         |
|  | Develop Reflective-Learning Seminar to strengthen internship.             | Apply selected online platforms to deliver a seminar originally designed for in-person delivery.                                     | June 2021 | ISL  | VPAA                                 | Adapting a key component of AES internship programme for virtual provision.  |
|  |   | Add an assessment exercise to the Seminar to evaluate the internship experience in relation to the academic progress of the student. | June 2021 | ISL  | VPAA                                 | Evaluating the extent to which the internship has affected the student's career planning through the mechanism of the Seminar. |

|   |  |   |                                     |                            |                            |  |
|---|--|---|-------------------------------------|----------------------------|----------------------------|--|
|   | <p>Consistent updates of the website.</p> <p>Enlist Student feedback/ testimonials</p> | <p>Refresh content to reach the current market. Adding new pages to market offering and creating blog posts to support students and help answer questions.</p> <p>Work with current and past study abroad students to provide testimonials for future students.</p> | <p>Summer 2021</p> <p>Fall 2021</p> | <p>MM</p> <p>MM/IM/SSM</p> | <p>CEO</p> <p>CEO/VPAA</p> | <p>Circulating updated information on new course &amp; internship programme options, consistent with the launch of the AES SOR agreement with UConn.</p> <p>To further the goal of improving communication and engagement with students.</p> |
| <b>Essential</b>  | <b>Intended outcomes</b>   | <b>Actions to be taken to achieve intended outcomes</b>   | <b>Target date(s)</b>               | <b>Action by</b>           | <b>Reported to</b>         | <b>Evaluation (process or evidence)</b>  |
| The panel considers that it is <b>essential</b> for Anglo American Educational Services to: |  |   |                                     |                            |                            |  |

|  |   |  |                              |                         |                           |  |
|--|---|--|------------------------------|-------------------------|---------------------------|--|
| <p>The QAA panel makes no recommendations to Anglo American Educational Services Ltd.</p>              | <p>No recommendations made in RSEO report</p> |  |                              |                         |                           |  |
| <p><b>Advisable</b></p>  | <p><b>Intended outcomes</b></p>               | <p><b>Actions to be taken to achieve intended outcomes</b></p> | <p><b>Target date(s)</b></p> | <p><b>Action by</b></p> | <p><b>Reported to</b></p> | <p><b>Evaluation (process or evidence)</b></p> |
| <p>The panel considers that it is <b>advisable</b> for the Anglo American Educational Services to:</p> |   |  |                              |                         |                           |  |
| <p>None recommended</p>  | <p>No recommendations made in RSEO report</p> |  |                              |                         |                           |  |

| Desirable  | Intended outcomes                      | Actions to be taken to achieve intended outcomes | Target date/s | Action by | Reported to | Evaluation (process or evidence) |
|--|--|--|---------------|-----------|-------------|----------------------------------|
| The panel considers that it would be <b>desirable</b> for the provider to: |  |  |               |           |             |                                  |
| None recommended   | No recommendations made in RSEO report |  |               |           |             |                                  |

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[1] The [provider] has been required to develop this action plan to follow up on good practice and address any recommendations arising from the review. QAA monitors progress against the action plan.

[2] State a role, not a named individual.

[3] Indicate how the actions will be evaluated once completed.