Kingston ISC Action Plan relating to Higher Education Review (Embedded Colleges) of May 2016							
Recommendation, Affirmation or Good Practice	**Action to be taken**	**Target Date**	**Action By**	**Success Indicators**	**Reported to**	**Evaluation**	
Good Practice							
The extensive level of information provided to external examiners to help ensure academic standards are met and maintained (B7, A3.4)	Move to virtual Module Boxes to make the information easier to access outside KULISC.	Exam period 2017	Quality Lead & Module Leaders	Improved practice, ease of access to materials for External Examiners	QAEG	External Examiners Feedback	
Recommendation							

Analyse the reasons for non-progression to better inform appropriate student support mechanisms (B4)	Reason for non-progression 1: - The system for tracking students' progress to assist senior staff in identifying and addressing student issues with timely interventions was not as efficient as it could have been. Action 1: Kingston University London ISC are using the RAG rating system in Progresso to correlate data on students progress from all of a student's tutors in order to obtain an holistic overview of individual student's progress. This system allows us to pinpoint issues in a timely manner by gathering both the RAG information and individual comments to help us quickly identify students who are at risk of not progressing. Providing a more detailed and accurate look into a students' performance and therefore allowing us to tailor our support of those students and increasing their chances of obtaining the best educational outcomes.	Sep-16	Head of Centre; supported by Admin Team & tutors	Ease of access to information about progression, this will include being able to see how many of one particular class are struggling, plus which classes are struggling and targeting support at those who are at risk.	QAEG	Progression figures, Module Feedback	
	Reason for non-progression 2: Poor student outcomes on certain modules Action 2: Work has been done to analyse which modules were most poorly performed in, and extensive reviews of those modules have taken place. English Legal System module has been revalidated with different content, and an extensive look at Biology by a tutor from another ISC has taken place. This is in addition to ongoing quality checks conducted both under the auspices of KUL's quality processes and support	Sep-16	HoC, Biology module leader, Quality Lead	Module reviews for Biology / ELSP.	BoS, KU Quality committee	Progression figures, Module Feedback	

	provided KULISC senior staff to assist tutors in identifying and addressing performance issues.					

	Reason for non-progression 3: The amount and type of partnership working between KULISC and Kingston University Action 3: Departmental visits have been organised, and a PAL system (Students who have graduated from KULISC will be returning to provide support and information to current students) implemented to help current student take advantage of the numerous educational opportunities offered through their membership of the wider KUL student body and to enhance the overall student experience by promoting engagement with student clubs and societies. An important element of the PAL system involves The Student Representatives from the previous year sitting in on the classes of this year's students and supporting them to become part of both KULISC and also the University at an early stage to enhance both their educational experience within the classroom and their satisfaction with their classes which feeds directly into the wider student experience.	Sep-16	HoC	Engagement of students at KULISC and in lessons, engagement with the University	QAEG	Progression figures, Module Feedback	

	Reason for non-progression 4: Not meeting the entry requirements of Kingston University. Action 4: Non-progressing students are visited by a colleague from Study Group who gives them options when they are at risk of not progressing, to go to other Centres and do IY1 or other possible programmes.	Sep-16	SG Head Office	Student engagement.	Head Office	Progression flight reduced and more non-progressing students going to other Study Group Centres.	
	Reason for non-progression 5: Level and type of support by KULISC. Action 5: One of the key functions of the tutorial system is that students facing difficulties with progression can engage with a trusted adult who is familiar with their individual cases. This provides them with an opportunity to take advantage of both academic and pastoral advice that can make a direct impact on their performance, identify support needs and organise support when it is needed. On-progressing students can discuss their options in tutorials, and make requests for extra help.	Sep-16	HoE, HoC	Tutorials have a module review function so their efficacy can be measured.	QAEG	Module Reviews	