

## Higher Education Review (Embedded Colleges): Action plan template

Leeds ISC - action plan relating to Higher Education Review (Embedded Colleges) of October 2016						
Recommendation	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation
<ul style="list-style-type: none"> <li>Expedite the Progression Improvement Plan to address the continuing low progression rates to the universities (Expectation B4)</li> </ul>	i. Launch of self-diagnostic and learning tools on the Virtual Learning Environment (VLE) to be used as additional resources for students to support their own learning.	August 2017	Head of Centre (HoC); VLE Lead	Improvement in student outcomes	Quality Assurance and Enhancement Group (QAEG); Student Outcomes Group (SOG)	Student feedback; Improved student performance in module assessment; Increase in progression and retention rates (through Student Outcomes Plan, previously Progression Improvement Plan).
	ii. Use of Provider's metrics to monitor progression through Progresso. Students will be assessed at different points in time i.e. at arrival, twice during the semester and post-examination period	End of semester	HoC, Deputy HoC	Enhanced academic and pastoral support	QAEG	Student and staff feedback; early identification and intervention (aim: resulting in an increase in progression and retention rates)
	Identify students "at risk" through continuous	Semesterly	HoC, DHoC	Enhanced academic and pastoral support	QAEG	Student and staff feedback; early

	monitoring and tutor feedback.					identification and intervention resulting in an increase in progression and retention rates
	Enhanced offering of academic support with Maths Plus and English Plus	Semesterly	HoC, DHoC	Enhanced provision of English and subject-specific academic support	QAEG	Improved student performance in module assessment; progression and retention rates data analysis
	Introduce an 'assessment for learning' culture, including minimum/maximum return times for feedback on summative assessments	Semesterly	HoC, DHoC, Head of Studies	Enhanced academic support	QAEG	Student and staff feedback; student performance in module assessment; progression and retention rates data analysis
	Introduce course-specific information to students pre-arrival to allow for course preparation and to manage student expectations regarding course content	Semesterly	DHoC, HoS	Student awareness of course content and management of student expectations	QAEG	Student performance in module assessment; progression and retention rates data analysis
	Continue to review with a view to enhancement	July 2017	HoC, DHoC	Enhancement to processes and	QAEG	Through student and staff feedback; data

<ul style="list-style-type: none"> <li>provide focused staff development to ensure consistency in internal marking (Expectations B6, B7)</li> </ul>	assessment instruments to support improvements in student learning			procedures that surround assessment in order to protect academic standards and the benefit student learning experience		in relation to student performance in module assessment; progression and retention rates data analysis
	Ensure that assessment is fully aligned to module content through learning outcomes	August 2017	HoC, DHoC, HoS	Improved quality of assessment instruments and enhanced confidence from stakeholders	QAEG	External examiner reporting and other feedback; student and staff feedback; annual monitoring; internal and external review findings
	Provide training for/ refresher sessions of the marking process through double marking, 3rd marking and moderation	May 2017	DHoC, HoS	Improved quality of assessment instruments	QAEG	External examiner reporting and other feedback, student and staff feedback (annual monitoring);
	Review centre documentation and ensure alignment with provider expectations	June 2017	HoC, DHoC, HoS	Enhanced policy on timeliness of feedback on assessments in order to improve student outcomes	QAEG	External examiners, student and staff feedback; student outcomes data

	Provide and publicise clear marking criteria through module handbooks	Semesterly	DHoC, HoS	Enhanced internal marking outputs	QAEG	External examiner feedback; student feedback
<b>Affirmation</b>	<b>Action to be taken</b>	<b>Target date</b>	<b>Action by</b>	<b>Success indicators</b>	<b>Reported to</b>	<b>Evaluation</b>
<ul style="list-style-type: none"> <li>The actions being taken to ensure that external examiners receive adequate and appropriate samples of students' work (Expectations B7, B6)</li> </ul>	Liaise with External Examiners to confirm procedures are being adhered to.	February 2017	HoC; Examination officer	Adequate samples of student work are received by externals	QAEG	External examiner's report feedback; annual monitoring (assessment matters)
<ul style="list-style-type: none"> <li>The steps being taken with the universities to ensure access to degree progression data (Expectation B4).</li> </ul>	Discussion at Academic Management Board (AMB)	September 2017	HoC	Improvement in monitoring of ISC alumni performance	QAEG	QAEG, AMB and Steering Group minutes; annual monitoring reports