

## LANCASTER ISC - action-plan response to HEREC findings May 2016

Row	Recommendation, affirmation or good practice	Action to be taken	Target date	Action by	Success indicators	Reported to	Evaluation	RAG (Red, Amber, Green) Status
<b>Good practice : The review team identified the following areas of good practice (Higher Education Review (Embedded Colleges) 17 to 19 May 2016 Key Findings report May 2016):</b>								
1	The high level of support provided for students for their academic and personal development (Expectation B4)	Continue to provide English, Maths, Engineering, and other subject-specific support classes as may be required (e.g. ESUS+, Maths+, Maths for engineering, Economics/Accounts for Business, Life sciences support)	Termly	DHoC, HoE	Enhanced provision of English and Subject specific academic support	QAEG	Improved student performance in module assessments; increase in pass, progression and retention rates	
2		Continue to provide course-specific information to students pre-arrival to allow for course preparation and to manage student expectations regarding course content	Biannual, Dec-16	AO	Students are aware what to expect on the Course and they start preparing pre-arrival	QAEG	Student feedback; Improved student performance and outcomes leading to increased progression and retention rates	
3		Introduce personal tutorial provision - identification and meeting students on a 1-2-1 basis to put in place interventions from tutor feedback on causes for concern	Oct-16	HoC, DHoC	Enhanced academic and welfare support; Weak students are provided support and guidance through a formalised system	QAEG	Student and staff feedback; Early identification and intervention leading to improved progression and retention rates	
4		Request Provider for budget for introduction of personal tutorials	Oct-16	HoC	Enhanced academic and welfare support	QAEG	Early identification and intervention leading to improved progression and retention rates; Student and staff feedback	
5		Further develop the progression and retention monitoring systems including cause for concern and RAPG rating of students through the personal tutorial system	Termly	HoC/DHoC/HoE	Enhanced academic and welfare support	QAEG	Improved progression and retention rates	
6		Further develop AWA sessions to ensure coverage of key areas of support through personal development plans (PDP)	Mar-17	DHoC, HoE	Enhanced support for personal development	QAEG	Student and staff feedback; Improved progression and retention rates	
7		Further develop the use of online resources such as My Grammer Lab, Flipped learning, Epigeum	Mar-17	E-Champ, DHoC, HoE	Enhanced support for E-learning leading to better outcomes	QAEG	Student and staff feedback; Improved progression and retention rates	
8		Continue diagnostic testing for English and Maths for all students at the start of term to make study plan changes	Biannual, Jan-17	DHoC, HoE	Effective and targetted support through support classes	QAEG	Improved progression and retention rates	
9		Continue counselling of students to choose appropriate pathways and modules suited for their profile and interests	Termly	HoC, DHoC	Improved progression and retention rates	QAEG	Student and staff feedback; Improved progression and retention rates	
10		Continue to review format and weightings of assessments to make them more inclusive	Mar-17	HoC, DHoC	Inclusive assessments leading to improved progression and retention	QAEG	Improved progression and retention rates	
11		Continue to stream students into different ability groups in January depending on their assessment results in Term 1. This will be done for English only following a review of streaming in the previous academic year	Annual, Jan-17	HoC, HoE	Improved student outcomes with increased progression and retention rates	QAEG	Improved progression and retention rates	
12		Develop additional strategies to support students enrolling in January (consider additional support classes)	Jan-17	HoC, DHoC	Improved student outcomes with increased progression and retention rates	QAEG	Improved progression and retention rates	
13		Develop alumni network to help support current students through structured meetings and mentoring	Oct-17	DHoC	Enhanced academic and welfare support	QAEG	Staff and student feedback	
14		Request adequate and appropriate resources from the Provider with regards to - 1) staffing levels to ensure appropriate service and support 2) budget for module leadership and development 3) resources to ensure the needs of SEN students are met and they get the best possible experience 4) local allocation of CPD budget	Oct-16	HoC	Enhanced academic and welfare support; Improved student experience; increased progression and retention rates	QAEG	Improved progression and retention rates	
15		Continue to provide welfare handbook and information to all students	Annual, Jan-17	SWO	Students have the information to help cope with the change of living in the UK and make a smooth transition to the University	QAEG	Student feedback, increased retention rates	
16		Further develop student feedback for formative and summative assessments including end of term examinations	Mar-17	HoC, DHoC, HoE	Improved student outcomes with increased progression and retention rates	QAEG	Improved progression and retention rates	
17		Consider options to increase student participation in online surveys at the module level and at the end of the Programme	Dec-16	HoC, DHoC, HoE	Enhanced student experience through effective student feedback mechanisms	QAEG	Student and staff feedback	

18	The use of Ofqual descriptors to map programme learning outcomes to A level outcomes, that extends the range of students' degree options (Expectations B1)	Ensure the benchmarking of the IFY curriculum and student achievement to A-levels allowing students to draw equivalence of their results on the Foundation Programme to A-levels is managed smoothly in terms of admissions processes	May-17	HoC, DHoC	Smooth admissions processes leading to improved student experience	QAEG	Student and staff feedback	
19		Review application and admissions process and request feedback from students to make changes as may be appropriate for next year	May-17	HoC, DHoC	Smooth admissions processes leading to improved student experience	QAEG	Student and staff feedback	
20	The range of opportunities and high level of support for staff in the development of their professional practice (Expectation B3)	Continue interdisciplinary and/or subject specific peer to peer observations - in the first term for all new staff and annually for other staff	Termly	DHoC, HoE	Enhanced staff development	QAEG	Staff feedback	
21		Continue to develop existing skills in Centre through the staff development/training plan including identification of training needs through an IT skills audit	Annual, Jan-17	HoC, DHoC	Enhanced staff development	QAEG	Staff feedback	
22		Encourage tutors to attend the 2016 Teachers' Conference and provide opportunity to share best practice with centre staff on return	Nov-16	HoC, DHoC, HoE	Enhanced staff development	QAEG	Staff feedback	
23		HoC, DHoC, HoE and Administration Officer to continue to participate in their respective conferences and teleconferences	Termly	HoC, DHoC, HoE, AO	Enhanced staff development	QAEG	Staff feedback	
24		Further develop training programmes on Flipped learning and other E-learning through E-Champ	Mar-17	E-Champ	Enhanced staff development	QAEG	Staff feedback	
25	Request adequate and appropriate resources from the Provider with regards to local allocation of CPD budget	Oct-16	HoC	Enhanced staff development	QAEG	Staff feedback		