



three University partners, the monitoring team was advised that the minutes of the KICL JMB meetings were reported to the University's own formal senior committees, who would also review the effectiveness of the governance arrangements.

5 KICL has continued to build on the three areas of good practice identified in the 2016 review visit relating to high quality pastoral and academic support, its proactive approach to identifying student needs and supporting students, and the comprehensive use of management information to track individual students and engage them in their learning. In developing a more holistic approach to student support, two successful schemes were piloted during 2016. The Penn-Resilience Programme was introduced to help students develop skills to deal with emotional and stressful situations, supplemented by exam stress workshops and academic counselling sessions. The College also introduced supplementary blended learning materials from Khan Academy for all Science and Engineering modules. Both schemes had received positive feedback and will continue to be monitored to assess impact upon attendance and performance.

6 Following a review by the Centre for Learning Innovation and Quality (CLIQ), the College had implemented its Learning, Teaching and Assessment Strategy (LTAS), supported by key priorities and an Action Plan for staff development activities to foster student-centred practices. Staff have attended training sessions to encourage students to complete KapPACK, the KIC graduate attributes reward scheme, which was implemented this year through the tutorial system and was made available on the virtual learning environment (VLE). Students were required to complete essays and provide evidence against the checklist of attributes, with online badges provided for successful completion. Three students from each cohort were rewarded with a national Red Letter Experience. To date, student feedback on the scheme has been positive and the College is in the process of analysing the outcome of the scheme, noting that tutorials have made a positive impact upon participation rates.

7 The College has continued to enhance opportunities for students to provide feedback through the use of a dedicated email address for student comments, a feedback box in the breakout room and posters, alongside more formal mechanisms through personal tutorials, online module feedback and through student representative meetings. Students were informed and invited to apply for the role of student representative at induction and those selected by staff were required to attend training sessions. Regular meetings with student representatives have been held and representatives are required to attend the Programme Committee Meetings and Enhancement Forums, promote activity days and meet new student intakes. In response to student feedback, the College has restructured the content within the Mathematics modules, which has resulted in notably improved student performance. The representation system would be developed further by the College including the introduction of a handbook for September 2017.

8 The central KIC Admissions Team is responsible for managing student recruitment and admission for all colleges, and involves a network of KIC overseas offices and agents. The KIC Admissions Manual sets out the central admissions process that includes assessing an applicant's eligibility for the different offers available, including those with non-standard entry qualifications. During the meeting with students, the monitoring team was

9 KICL has adopted the revised template for online programme handbooks, developed by CLIQ to address variation in content between the colleges and provide links to relevant documents stored on the VLE. The impact of the revised handbook has resulted in fewer queries at the KICL Student Services reception desk and staff have received positive feedback on its user-friendly format. Student Services is strengthening the handbook further by providing a paper version of all student information. This is currently in consultation with students in preparation for a September 2017 implementation.

10 A high level of achievement was noted in the data provided by the College for 2016 cohorts, in which 85 per cent of all students achieved the KIC Award, of whom 75 percent progressed to partner University study, with a further 13 per cent accepting unconditional offers from other UK higher education institutions. The College closely monitors its student progression and retention data, and actions to improve student progression and achievement are identified in the Annual Programme Reports and reflected in the College Action Plan. Of particular note was the Cross-

receive written confirmation that internal complaints and/or appeals procedures have been completed and what independent recourse options are available. The revised complaints procedure was rolled out to all Colleges during 2016-17, including the implementation of the procedure to record informal complaints, with regular reporting to the CEMB/Director of Colleges. The College's complaints procedure has been publicised to staff and students using posters and through the VLE, and students confirmed that they were aware of the procedures for raising complaints/appeals.

5 Background to the monitoring visit

14 The monitoring visit serves as a short check on the provider's and its embedded colleges' continuing management of academic standards and quality of provision. It focuses on progress since the previous review. In addition, it provides an opportunity for QAA to advise the provider and its embedded colleges of any matters that have the potential to be of particular interest in the next monitoring visit or review.

15 The monitoring visit was carried out by Cameron Waitt, QAA Officer, and Alison Jones, QAA Reviewer, on 22 June 2017.

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