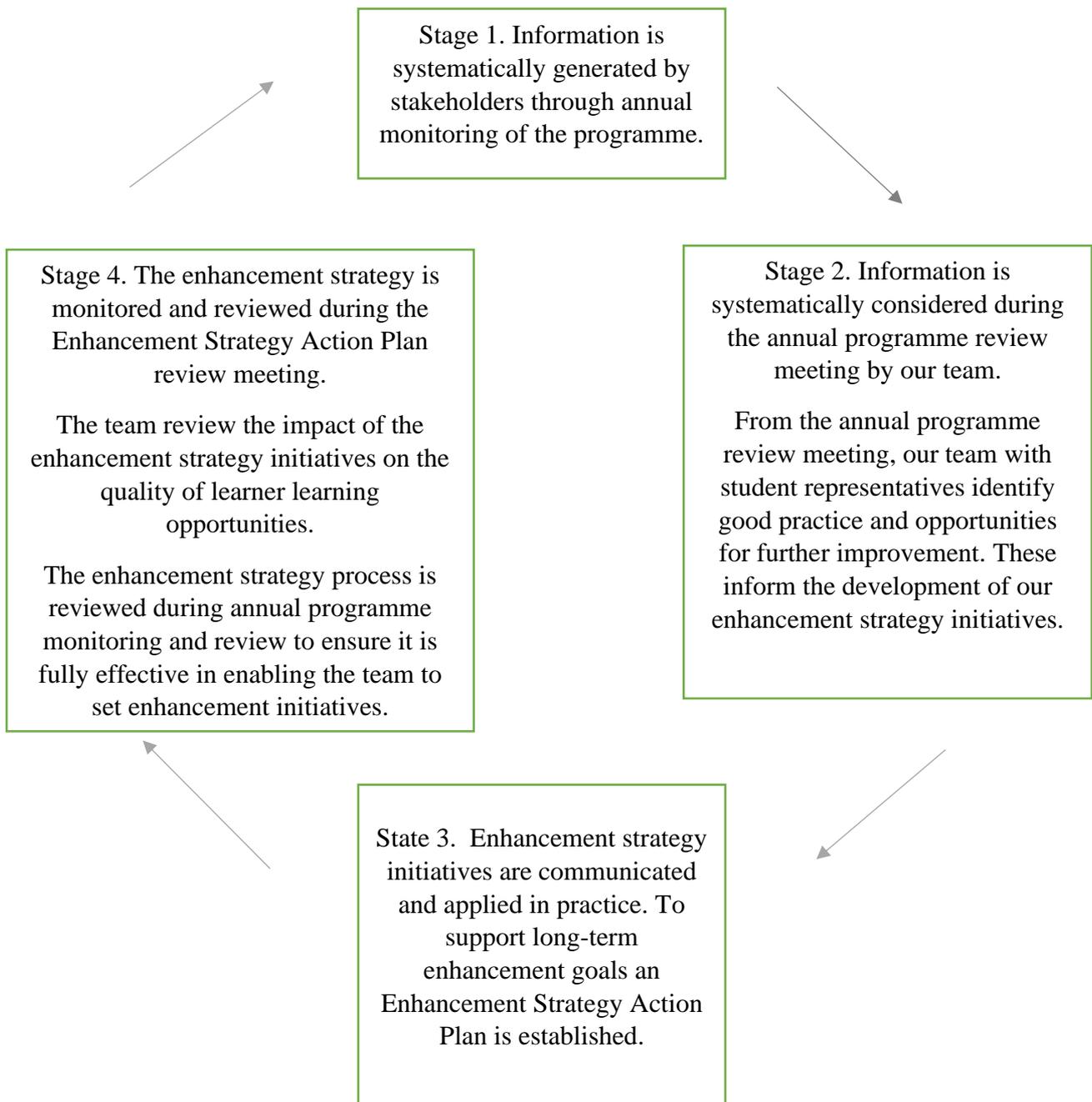**London School of Academics Enhancement Strategy for Student Learning Opportunities for the Level 5 Diploma in Education and Training**

London School of Academics is committed to enhancing the learning opportunities for students. To achieve this our provider sets out enhancement strategy initiatives from the information gathered from stakeholders. We have outlined below the process of setting enhancement strategy initiatives to display the deliberate steps taken to improve the quality of students` learning opportunities. This strategy has been developed to take account of the UK Quality Code (assuring enhancing academic quality). This strategy is subject to change following annual programme review in August.

Enhancement strategy initiative setting process outlined:

Stage 1. Information is systematically generated by stakeholders through annual monitoring of the programme.

Stage 2. Information is systematically considered during the annual programme review meeting by our team.

From the annual programme review meeting, our team with student representatives identify good practice and opportunities for further improvement. These inform the development of our enhancement strategy initiatives.

State 3. Enhancement strategy initiatives are communicated and applied in practice. To support long-term enhancement goals an Enhancement Strategy Action Plan is established.

Stage 4. The enhancement strategy is monitored and reviewed during the Enhancement Strategy Action Plan review meeting.

The team review the impact of the enhancement strategy initiatives on the quality of learner learning opportunities.

The enhancement strategy process is reviewed during annual programme monitoring and review to ensure it is fully effective in enabling the team to set enhancement initiatives.

London School of Academics

Stage 1:

Information is systematically generated by stakeholders through annual monitoring of the programme. The following stakeholders are involved:

Students	Student Representative Society	Academic Team	Management team and others	External reference points
Students have the important role of communicating their experience from studying the programme. Students are those that have the best insight into the difficulties the programme presents and the highlights of it. The responsibility placed on students' incudes: -Providing informal and formal feedback about the programme. -Providing feedback about each unit studied through an online Unit Feedback Survey and meetings.	The Student Representative Society is formed of Student Representatives. These representatives have been elected by students on the programme and representative the voices of all students collectively. The responsibilities placed on the Student Representative Society includes: -Providing feedback on the collective student experience. -Providing feedback and suggestions through the review of Unit Feedback Surveys Reports. -Attending meetings to	Members of the academic team have the role of planning, delivering and assessing the course. Their responsibilities include: -Evaluating planning, teaching and resources development as well as use. -Communicating changes that need to be made to the delivery of the programme and units. -Communicating changes that need to be made to resources. -Communicating changes that need to be made to policies, procedures and process in relation to the running of the programme. -Attending end of term meetings to communicate	Members of the management team include the Director, Curriculum Manager and Welfare Officer. Others include Internal Quality Assurance team, Quality and Diversity team, Admissions team, Academic team, librarian and administration. The roles of these are to make record and respond to issues raised by students. Responsibilities include: -Making accurate records of feedback provided. -Providing written responses and keeping these records.	City and Guilds, Office for Students, Quality Assurance Agency, Office of the Independent Adjudicator and Society for Education and Training. The role of these are to update us on any changes with the programme or industry. -Responsibilities include communicating information to us through their update services and newsletters.

-Providing feedback about the resources provided. -Providing feedback through the end of programme survey on a number of points including teaching. -Providing the Student Representative Society with suggestions on areas of strength and development regarding the programme of study delivery, assessment and anything in relation such as policies, procedures and processes.	communicate student views and bring about change to the delivery and assessment of the programme. -Producing the QAA Student Submission.	any areas of good practice as well as concerns.	-Producing Unit Feedback Survey Reports. -Producing student performance data -Producing Alumni Database Employability reports.	

Information gathered is recorded, these records are used when reviewing the programme. These can take the form of the following (non-exhaustive list):

Students	Student Representative Society	Teaching Team	Management and others	External reference points
-Unit Feedback Surveys -Informal emails detailing concerns/complaints/ good practice -Complaints -Mitigating circumstances requests	-QAA Student Submission -Minutes from meetings	-Teaching evaluations -Minutes of meetings	-Minutes -Standardisation minutes from internal quality assurance -Written feedback responses -Unit Feedback Survey Reports -Student performance data	-External Quality Assurance reports -Newsletters -Articles -Published information evidence

-Appeals -End of programme review survey feedback an meetings.			-Alumni Database Employability reports.	

Stage 2:

Information is systematically considered during the annual programme review meeting by our team. From the annual programme review meeting, our team with student representatives identify good practice and opportunities for further improvement. These inform the development of our enhancement strategy initiatives.

This year`s enhancement strategy initiatives are student employability, and student personal and academic development. These have been informed by previous annual programme monitoring and review.

Stage 3:

Stage 2 enhancement strategy initiatives are communicated to the team and students. They are then applied in practice. The following table sets out the steps to be taken and by who to ensure application. As a further measure to ensure the implementation of enhancement goals an internal Enhancement Strategy Action Plan is established.

Student employability		
Steps to be taken	Reason	Responsibility
Lecturers, mentors and the Student Welfare Officer to continue to offer advice on employment.	To enable students the opportunity to talk and work with someone on looking for jobs, creating and developing a CV, job searching and completing application forms.	Director and Curriculum Manager
Continuing to invite external career advisors and external agencies to our provider to provide career advice and recruit students for teaching jobs.	External career advisors will provide students with an insight into what employers are looking for when recruiting. External agencies can offer specific advice CV writing and application completing as well as offering students the opportunity to apply for the teaching jobs they offer. Advisor and recruiter visits to be scheduled into student time tables.	Director, Curriculum Manager and Student Welfare Officer
CV writing and job searching workshops continuously	To provide students with knowledge on how to write an effective teaching CV and	Curriculum Manager and academic team

embedded into programme scheme of work.	an insight in how to job search.	

Student personal and academic development		
Steps to be taken	Reason	Responsibility
Continuous promotion of open door policy	To encourage students to communicate with all members of our team. To ensure students are aware of the support available to them and to address any issues/concerns students have promptly.	Whole team
Updating and continuous promotion of the Welfare policy	To communicate the support available to students.	Curriculum Manager
Continuous appointment of mentors per class	To ensure students are supported in the development of academic skills and personal skills. As well as ensuring students have an additional person supporting them throughout their studies.	Director
Divide cohorts into classes of a maximum of 30 students	This ensures a smaller group therefore better access to learning, learning is differentiated to meet student needs and a closer working relationship with their lecturer/personal tutor and mentor. The environment is more inclusive.	Director and Admissions team
Continue extra-curricular activities	This encourages social mobility, social cognition and networking. Enriching the opportunity develop social skill and experience new opportunities. To encourage the building of life bonds.	Whole team, students and student representatives
Continuous Professional Development workshops embedded into programme delivery	To enhance student life skills and keep students updated with wider skills in a range of areas relating to education.	Director, Curriculum Manager and academic team
Academic and referencing sessions continuously	To equip students with skills to support their completion of assessments.	Academic team

embedded into programme delivery		
Learner Representatives per class	To enable students to elect peers to be their voice and for elected students to engage with our team.	Academic team
Green slips	To promote student attendance and punctuality.	Academic team and Student Welfare Officer

<u>Stage 4:</u>

The enhancement strategy is monitored and reviewed during the Enhancement Strategy Action Plan review meeting. The team review the impact of the enhancement strategy initiatives on the quality of student learning opportunities. Additionally, the enhancement strategy process is reviewed during annual programme monitoring and review to ensure it is fully effective in enabling the team to set enhancement initiatives.

The next review of this strategy is set for August 2021

Drafted by Soni Singh (Curriculum Manager) on the behalf of the academic team
Approved by Sheila Singh (Director)
Updated and operational from the 2nd of September 2020