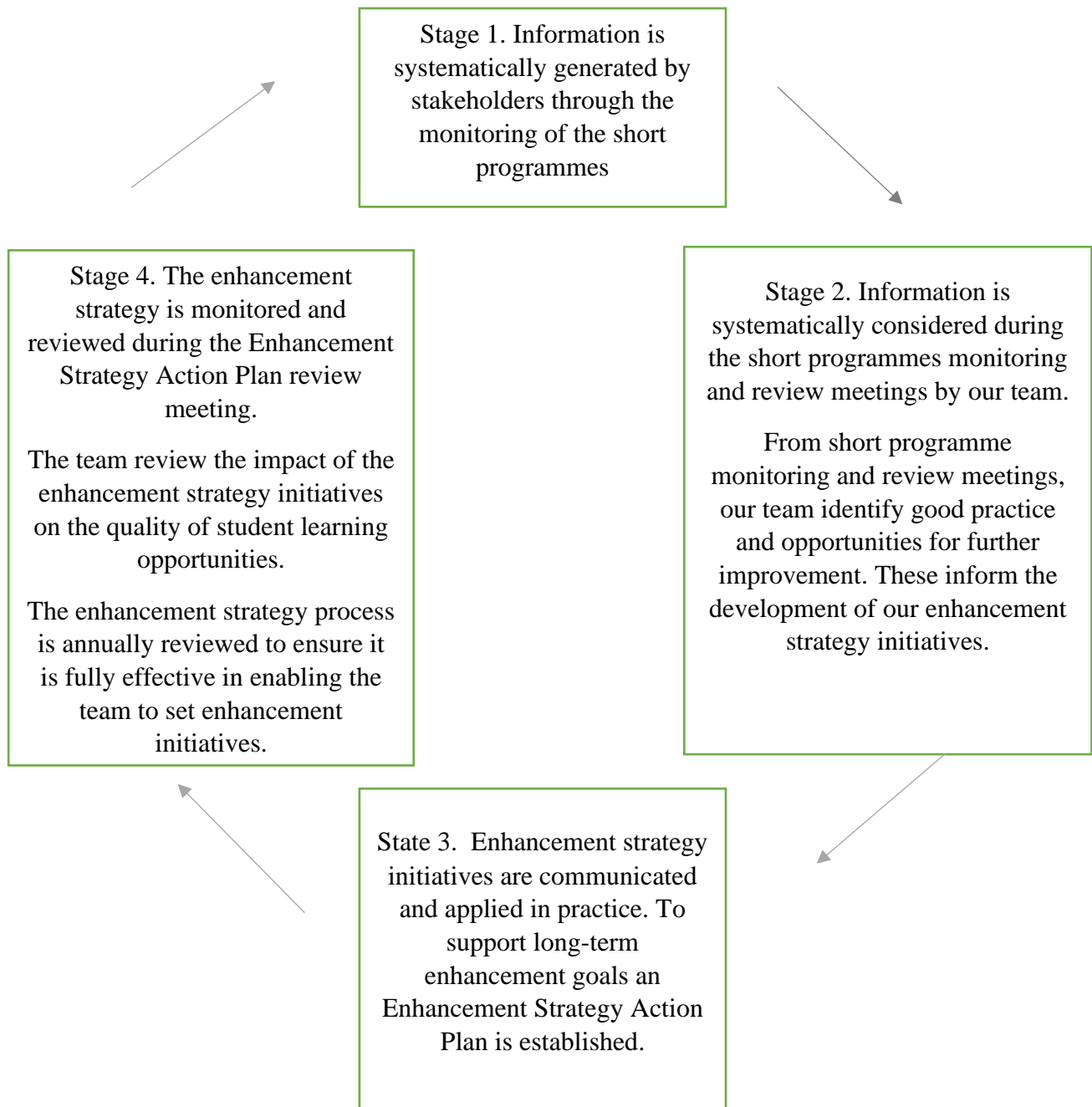


London School of Academics Short Programme Enhancement Strategy

London School of Academics is committed to enhancing the learning opportunities for our 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. This strategy is subject to change following annual review in January.

Enhancement strategy initiative setting process outlined:



Stage 1:

Information is systematically generated by stakeholders through monitoring of short programmes. The following stakeholders are involved:

| Students | Teaching Team | Management team and others | External reference points |
|--|---|--|--|
| <p>Students have the important role of communicating their experience from studying the programme.</p> <p>Students are those that have the best insight into the difficulties the programme presents and the highlights of it.</p> <p>The responsibility placed on students' includes:</p> <ul style="list-style-type: none"> -Providing informal and formal feedback about the programme. -Providing feedback through an end of programme surveys and meetings. | <p>Members of the teaching team have the role of planning, delivering and assessing the course.</p> <p>Their responsibilities include:</p> <ul style="list-style-type: none"> -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. | <p>Members of the management team include the Director, Curriculum Manager and Student Welfare Officer. Others include Internal Quality Assurance team, Quality and Diversity team, Admissions team, Academic team, librarian and administration.</p> <p>The roles of these are to make record and respond to issues raised by students. Responsibilities include:</p> <ul style="list-style-type: none"> -Making accurate records of feedback provided. -Providing written responses and keeping these records. -Producing student performance data. | <p>City and Guilds, Office for Students, Quality Assurance Agency, Office of the Independent Adjudicator and Society for Education and Training.</p> <p>The role of these are to update our provider on any changes with the programme or industry.</p> <p>-Responsibilities include: communicating information to us through their update services and newsletters.</p> |

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

| Students | Academic Team | Management and others | External reference points |
|---|--|---|---|
| -Informal emails detailing concerns/complaints/good practice -Complaints -Mitigating circumstances requests -Appeals -End of programme review survey feedback | -Teaching feedback -Minutes of meetings | -Minutes -Standardisation minutes from internal quality assurance -Admissions data -Student performance data | -Reports -Newsletters -Articles -Published information |

Stage 2:

Information is systematically considered during the short programme monitoring and review meetings by our team. From the meeting, the our team takes account of student feedback, good practice and opportunities for further improvement. These inform the development of the our enhancement strategy initiatives.

This year`s enhancement strategy initiatives are student personal and academic development. These have been informed by short programme monitoring and review information gathered from programme monitoring and review meetings for short programmes delivered over last year.

Stage 3:

Stage 2`s 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 personal and academic development | | |
|--|---|-----------------------|
| <u>Steps to be taken</u> | <u>Reason</u> | <u>Responsibility</u> |
| 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 |

| | | |
|--|--|--------------------|
| Personal tutor appointment | To ensure students have access to our team in the event they need support. The personal tutor will be a first point of call. | Curriculum Manager |
| Skill workshops: -PowerPoint -Referencing where required | To ensure students are supported in the development of academic skills. Short programmes may require these skills. | Lecturers |

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 students learning opportunities. The team to add annually review the enhance strategy process to ensure it is fully effective in enabling the team to set enhancement initiatives.

The next review of this strategy is set for January 2023

Drafted by Soni Singh (Curriculum Manager) on behalf of our Academic team
Approved by Sheila Singh (Director)
Updated and operational from 4th of January 2022