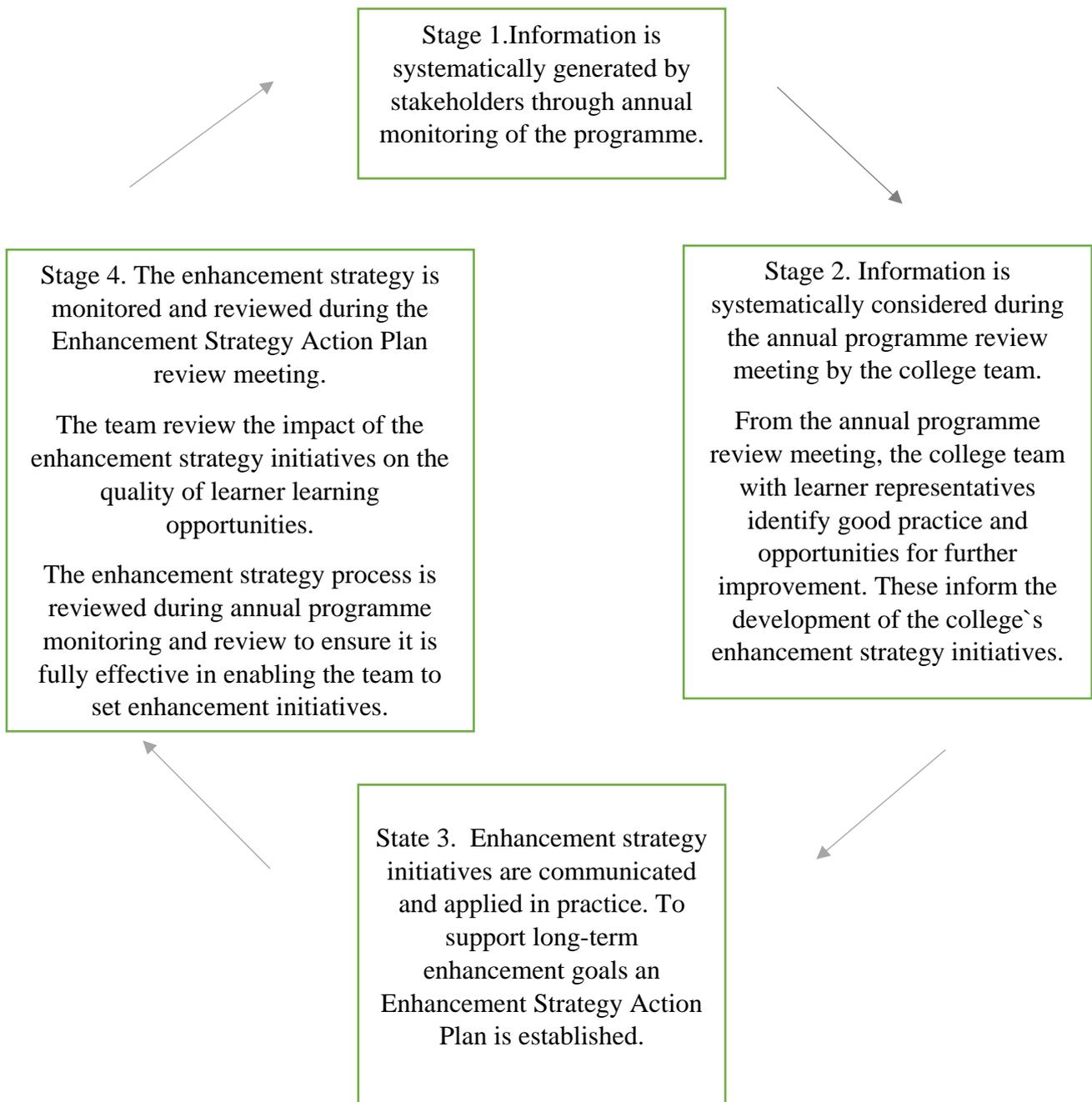


London School of Academics Enhancement Strategy for Learner Learning Opportunities for the Level 5 Diploma in Education and Training

The college is committed to enhancing the learning opportunities for learners. To achieve this the college sets out enhancement strategy initiatives from the information gathered from stakeholders. The college have outlined below the process of setting enhancement strategy initiatives to display the deliberate steps taken to improve the quality of learners` learning opportunities. This strategy has been developed to take account of Part B of the UK Quality Code (assuring enhancing academic quality). This strategy is subject to change following annual programme review for September and January cohorts.

Enhancement strategy initiative setting process outlined:



Stage 1:

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

Learners	Learner Representative Society	Teaching Team	Management team and others	External reference points
<p>Learners have the important role of communicating their experience from studying the programme.</p> <p>Learners are those that have the best insight into the difficulties the programme presents and the highlights of it.</p> <p>The responsibility placed on learners' includes:</p> <ul style="list-style-type: none"> -Providing informal and formal feedback about the programme. -Providing feedback about each unit studied through an online Unit Feedback Survey. 	<p>The Learner Representative Society is formed of Learner Representatives.</p> <p>These representatives have been elected by learners on the programme and representative the voices of all learners collectively.</p> <p>The responsibilities placed on Learner Representative Society includes:</p> <ul style="list-style-type: none"> -Providing feedback on the collective learner experience. -Providing feedback and suggestions through the review of Unit Feedback Surveys Reports. -Attending meetings to 	<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"> -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 	<p>Members of the management team include the Director of the College, Curriculum Manager and Welfare Officer. Others include Project Manager, Librarian and administration. Quality and Diversity Committee.</p> <p>The roles of these are to make record and respond to issues raised by learners.</p> <p>Responsibilities include:</p> <ul style="list-style-type: none"> -Making accurate records of feedback provided. -Providing written responses and keeping these records. -Producing Unit Feedback Survey Reports. 	<p>City and Guilds and Society for Education and Training.</p> <p>The role of these are to update the college on any changes with the programme or industry.</p> <p>-Responsibilities include communicating information to the college through their update services and newsletters.</p>

<p>-Providing feedback about the resources provided.</p> <p>-Providing feedback through the end of programme survey on a number of points including teaching.</p> <p>-Providing the Learner 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.</p>	<p>communicate learner views and bring about change to the delivery and assessment of the programme.</p> <p>-Producing the QAA Student Submission.</p>	<p>any areas of good practice as well as concerns.</p>	<p>-Producing learner performance data</p> <p>-Producing Alumni Database Employability reports.</p>	
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Information gathered is recorded, these records are used when reviewing the programme. These can take the form of the following (non-exhaustive list):

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

-Mitigating Circumstances requests -Appeals -End of programme review survey feedback			-Learner performance data -Alumni Database Employability reports.	
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Stage 2:

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

This year`s enhancement strategy initiatives are learner employability, and learner personal and academic development. These have been informed by the January 2016 to December 2016 cohort annual programme monitoring and review as well as the September 2016 to August 2017 cohort annual programme monitoring and review.

Stage 3:

Stage 2 enhancement strategy initiatives are communicated to the team and learners. 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.

Learner employability		
<u>Steps to be taken</u>	<u>Reason</u>	<u>Responsibility</u>
Lecturers, mentors and the Student Welfare Officer to offer advice on employment.	To enable learners the opportunity to talk and work with someone on looking for jobs, creating and developing a CV, job searching and completing application forms.	Director of college and Curriculum Manager
Continuing to invite external career advisors and external agencies to the college to provide career advice and recruit learners for teaching jobs.	External career advisors will provide learners 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 learners the opportunity to apply for the teaching jobs they offer. Advisors and recruiters to be visits to be scheduled into learner time tables.	Director of College, Curriculum Manager and Student Welfare Officer

CV writing and job searching workshops embedded into programme scheme of work.	To provide learners with knowledge on how to write an effective teaching CV and an insight in how to job search.	Curriculum Manager and teaching team
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Learner personal and academic development		
<u>Steps to be taken</u>	<u>Reason</u>	<u>Responsibility</u>
Continuous promotion of open door policy	To encourage learners to communicate with all members of the college team. To ensure learners are aware of the support available to them and to address any issues/concerns learner have promptly.	All the college team
Updating and continuous promotion of the Welfare policy	To communicate the support available to learners.	Curriculum Manager
Continuous appointment of mentors per class	To ensure learners are supported in the development of academic skills and personal skills. As well as ensuring learners have an additional person supporting them throughout their studies.	Director of college
Divide cohorts into classes of a maximum of 25 learners	This ensures a smaller group therefore better access to learning, learner is differentiated to meet learner needs and a closer working relationship with their lecturer/personal tutor and mentor. The environment is more inclusive.	Director of college and Admissions team
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.	All college team, learners and learner representatives
Functional Skills, Health and Safety and Mental health sessions embedded into delivery of programme	To enhance learner life skills and keep learners updated with literacy, numeracy and ICT skill and in areas of Health and Safety. With	Director of college, Curriculum Manager and teaching team

	regards to mental health session to make learners aware of the issues their learners can face and also to provide learners with an opportunity to gain skills in coping with stress and anxiety.	
Academic and referencing sessions embedded into programme delivery	To equip learners with skills to support their completion of assessments.	Teaching team
Learner Representatives per class	To enable learners to elect peers to be their voice and for elected learners to engage with the college team.	Teaching team and learners
Green slips	To promote learner attendance and punctuality.	Teaching team and administration

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. 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 January 2018

Drafted by Soni Singh on the behalf of the college team
 Approved by Sheila Singh College Director and Board of Governance
 Updated and operational from the 4th of September 2017