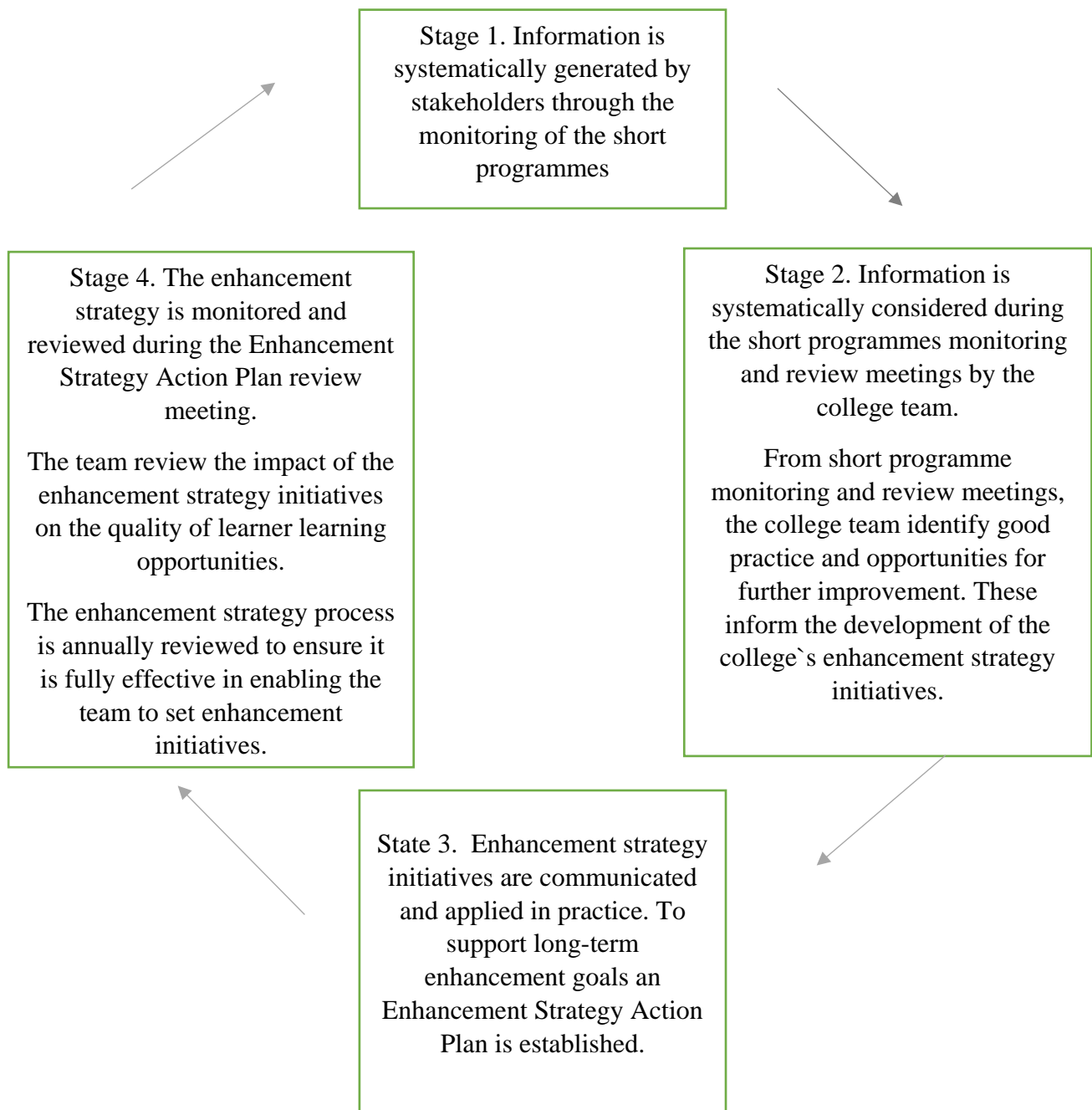


London School of Academics Short Programme Enhancement Strategy

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 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:

Learners	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 through an end of programme survey. 	<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 of the college, Curriculum Manager and Student Welfare Officer. Others include Internal Quality Assurance team, Librarian and administration.</p> <p>The roles of these are to make record and respond to issues raised by learners. Responsibilities include:</p> <ul style="list-style-type: none"> -Making accurate records of feedback provided. -Providing written responses and keeping these records. -Producing learner performance data. 	<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>

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

Learners	Teaching 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 -Learner performance data	-External Quality Assurance reports -Newsletters -Articles -Published information

Stage 2:

Information is systematically considered during the short programme monitoring and review meetings by the college team. From the meeting, the college team takes account of learner feedback, 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 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 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 personal and academic development		
<u>Steps to be taken</u>	<u>Reason</u>	<u>Responsibility</u>
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

Personal tutor appointment	To ensure learners have access to college personnel 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 learners 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 learners 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 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 January 2017