

LSA Action Plan 21 March 2018

| 1 Findings | 2 Actions to be taken | 3 Date for completion | 4 Action by | 5 Success indicators | 6 Progress (add date of review) |
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| Good practice | | | | | |
| <ul style="list-style-type: none"> • The level of engagement with the profession in the design of a sustainable and innovative programme that supports employability (Expectation B1, B3, B4 and B10). • The 'dispersed campus' model that encourages student independence and engagement in their learning (Expectation B3 and B4). • The engagement of the Practice Network as a vehicle for the enhancement of students' learning and professional opportunities (Expectation B4 and Enhancement). | | | | | |

| Recommendations | 2 Actions to be taken | 3 Date for completion | 4 Action by | 5 Success indicators | 6 Progress (add date of review) |
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| <ul style="list-style-type: none"> Formalise the process for resolving any disagreements arising from panel marking of assessments (Expectation B6). | Executive Committee to develop with London Met | Completed – January 2018 | Director, Deputy Director | Effective processes are in place to resolve any disagreements, and clear and comprehensive assessments are undertaken that align with the module assessment criteria. | Complete. The process has been developed and agreed between LSA and London Met, and will be shared with the External Examiners at their forthcoming briefing. |
| <ul style="list-style-type: none"> Further develop module assessment criteria to ensure transparency for all those involved in the assessment process (Expectation B6 and B7). | Executive Committee to develop assessment criteria in consultation with London Met and other leaders and tutors involved in the marking process | Completed – January 2018 | Director, Deputy Director | <p>Greater clarity for students on how the overall aims of the programme feed into the primary assessment criteria and attainment bandings, to assist students to understand expectations.</p> <p>Greater clarity for markers in how to assess work.</p> | Complete. The criteria have been developed into a document that has been shared with students and assessors. |

| Affirmations | 2 Actions to be taken | 3 Date for completion | 4 Action by | 5 Success indicators | 6 Progress (add date of review) |
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| <ul style="list-style-type: none"> The steps being taken to ensure the alignment of progression points between LSA and the awarding body (Expectation A3.2, B6). | <ol style="list-style-type: none"> To liaise with London Met to forward plan Subject Standard Boards to ratify results for First Year students in a timely way. To consult with students, London Met and practices on starting First Year a month earlier so that First and Second Years finish at the same time in June. | <ol style="list-style-type: none"> June 2018 December 2018 | Executive Committee | <ol style="list-style-type: none"> Effective coordination to ensure the timely and smooth agreement and publication of results. Smooth transition to new academic timetable involving multiples stakeholders. | The Operations Manager and Deputy Director have forward planned our academic diary around summer assessments for 2017/18. They have also prepared two proposals for altering the start date of First Year, which have been shared with the Executive Committee. These proposals will be discussed with First Years commencing in 2018/19. |
| <ul style="list-style-type: none"> The consolidation of admissions and recruitment information including the addition of a Complaints and Appeals policy (Expectation B2, B9 and Information). | In consultation with the Executive Committee, an Admissions Handbook to be created for applicants to be available online. | Completed – December 2017 | Director, Deputy Director, Registrar | Transparent procedures are in place to provide applicants with comprehensive information clearly outlining the admissions process. | Complete. The Admissions Handbook has been published online |

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| <ul style="list-style-type: none"> The steps being taken to improve the quality and timeliness of written assessment feedback given to students (Expectation B6). | <ol style="list-style-type: none"> To create secure individual student feedback folders on the LSA server to provide a one-stop-shop for all student feedback. To brief staff on guidelines for formative and summative feedback. To monitor staff are delivering feedback to specified deadlines. | <p>Implemented October 2017</p> | <p>Operations Manager, Module Leaders and Design Tutors</p> | <ol style="list-style-type: none"> Higher quality work resulting from timely formative feedback informing the development of academic output. More positive and/or reduced negative student feedback about quality and timeliness of tutor feedback. Ability to monitor that individual student folders have the feedback by the specified dates | <p>Complete. The folders have been created and tutors briefed on their responsibilities. This is being monitored at the Course Forum, which is eliciting positive comments from students. This will be reviewed in our annual monitoring.</p> |
| <ul style="list-style-type: none"> The steps being taken to ensure that academic staff and external examiners are fully aware of the nature and purpose of the role of external examiners (Expectation B7). | <ol style="list-style-type: none"> To create a briefing pack that provides guidance for the role of external examiners; module information; handbooks; the assessment process; and marking criteria. To arrange a pre-meet with external examiners to introduce the course; provide samples of work and feedback; and time to meet students. | <p>Implemented – March 2017</p> | <p>Deputy Director, Operations Manager</p> | <p>Clear roles for External Examiners and academic staff at assessment panels ensuring a smooth assessment process.</p> | <p>To be implemented for the current academic year 2017/18 assessments. Briefing meeting for EEs to take place on 30 April.</p> |