

London School of Business and Management Action Plan relating to the HER 2015

The QAA Report can be downloaded from the following [LSBM QAA 2015 Report](#)

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Good practice	Quality Code Expectation (See Appendix A)	Action to be taken	Target date	Action by	Success indicators	Reported to
The strong governance framework that goes beyond the requirements placed on the School by its awarding bodies and organisations.	Expectation A2	To continue to manage our governance arrangements through the regular review of our Corporate Governance Framework.	Ongoing	Managing Director	Regular presentation and approval by the Senior Management and Leadership Team, Academic Committee and Board of Directors	Academic Committee

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Good practice	Quality Code Expectation (See Appendix A)	Action to be taken	Target date	Action by	Success indicators	Reported to
The clear strategy and extensive support for improving teaching and learning.	Expectation B3	To develop and implement a Research and Scholarship Strategy.	Feb 2016	Director of Centre for Research and Enterprise	Presented to QAEC and approved by the Academic Committee	Academic Committee
		To amend the Teaching, Learning, Assessment and Research (TLAR) Strategy in light of the action above, and to change its title to the Teaching, Learning and Assessment (TLA) Strategy.	Feb 2016	Director of Centre for Excellence in Teaching and Learning	Presented to QAEC and approved by the Academic Committee	Academic Committee
		To finalise the consolidation of our employability provision in an enhanced Employability Strategy.	Feb 2016	Head of Student Engagement and Success	Presented to QAEC and approved by the Academic Committee	Academic Committee
		To finalise the incorporation of students' input in all of the above.	Feb 2016	Head of Student Engagement and Success	Student input incorporated into the three strategies	Academic Committee
		To continue to ensure Divisional/Departmental Business and Improvement Plans aid the delivery of the strategic goals as set out in the Divisional /	Ongoing	Divisional Heads	All Business and Improvement Plans' targets are achieved by the target dates	Senior Management and Leadership Team

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Good practice	Quality Code Expectation (See Appendix A)	Action to be taken	Target date	Action by	Success indicators	Reported to
		Departmental Strategies.				
		To review goals and objectives set out in Academic Strategy after annual course monitoring and evaluation.	Ongoing	Deputy Academic Principal	Reviewed and updated Academic Strategy	Senior Management and Leadership Team

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Good practice	Quality Code Expectation (See Appendix A)	Action to be taken	Target date	Action by	Success indicators	Reported to
The wide range of effective support mechanisms that enable students to develop their academic and personal potential.	Expectation B4	To continue to enhance our induction and orientation activities to give our students a sense of belonging to the institution and a sense of self-efficacy in relation to their studies. This approach underpins subsequent support.	September 2016	Head of Student Engagement and Success	Positive Induction questionnaires response	Senior Management and Leadership Team & Staff Student Consultative Forum
		To continue to ensure that the Centre for Academic Support and Enhancement provision is available to all students, but particularly to those most in need of extra academic support who are identified prior to entry and during early assessments. Additionally, to monitor and record attendance at academic surgeries.	September 2016 Ongoing	Director of Centre for Academic Support and Enhancement Senior Lecturer in Academic Skills and English Language	All groups have timetabled CASE support sessions Production of annual report on attendance of academic surgeries	Senior Management and Leadership Team (through Divisional Report) Director of Centre for Academic Support and Enhancement

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Good practice	Quality Code Expectation (See Appendix A)	Action to be taken	Target date	Action by	Success indicators	Reported to
		<p>To continue to ensure all students are assigned a Personal Academic Tutor at the start of their course.</p> <p>Additionally, make the Personal Academic Tutor allocation information available to Student Success Advisors through the Student Management System (Oracle).</p>	<p>September 2016</p> <p>Ongoing</p>	<p>Director of Centre for Excellence in Teaching and Learning</p> <p>VLE & eLearning Technologist</p>	<p>All students are assigned Personal Academic Tutors</p> <p>Personal Academic Tutor allocation recorded in Oracle</p>	<p>Deputy Academic Principal</p> <p>Director of Centre for Excellence in Teaching and Learning</p>
		<p>To implement the support mechanisms outlined in the Student Success Strategy, including pastoral support and engagement interventions, ensuring that this strategy is reviewed and enhanced regularly.</p>	<p>Ongoing</p>	<p>Head of Student Engagement and Success</p>	<p>Positive student feedback through the Interim Course Evaluation Questionnaires and the annual Professional Services Survey</p> <p>Regular review of Student Success Strategy and setting of the new priorities in the Business and</p>	<p>Senior Management and Leadership Team</p> <p>Senior Management and Leadership Team & Academic Committee</p>

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Good practice	Quality Code Expectation (See Appendix A)	Action to be taken	Target date	Action by	Success indicators	Reported to
					Improvement Plan actions	
		To expand our Peer Assisted Learning initiative to include digital literacy and induction activities.	January 2016	Peer Assisted Learning trainers	The provision of induction and digital literacy Peer Assisted Learning programmes	Head of Student Engagement and Success

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Good practice	Quality Code Expectation (See Appendix A)	Action to be taken	Target date	Action by	Success indicators	Reported to
The effective and full integration of the annual monitoring process into corporate governance and the annual resource planning cycle.	Expectation B8	To keep under review the Corporate Governance Framework to reflect the changing needs of our annual monitoring process.	Ongoing	Managing Director	Regular presentation and approval by the Senior Management and Leadership Team, Academic Committee and Board of Directors	Academic Committee
		To include the terms of reference of the Senior Academic Leadership Team in the Corporate Governance Framework.	March 2016	Managing Director	Updated Corporate Governance Framework	Academic Committee
		To review the scope of the Staff Student Consultative Committee in order to enhance student engagement in decision and policy making at institutional level.	March 2016	Head of Student Engagement and Success	Updated Corporate Governance Framework	Academic Committee
		To review the Annual Monitoring and Evaluation Report process to reflect our reduction in the number of intakes.	April 2016	Deputy Academic Principal	AMER cycle reviewed and any changes incorporated into Annual Planning Cycle	Academic Principal & Academic Committee

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Good practice	Quality Code Expectation (See Appendix A)	Action to be taken	Target date	Action by	Success indicators	Reported to
		To embed and extend the use of EvaSys for Academic quality enhancement and Professional Services monitoring.	May 2016	Deputy Academic Principal Head of Academic Administration	(eLearning Induction Survey, Interim Course Evaluation Questionnaires and Student Module Evaluation Questionnaires)	Quality Assurance and Enhancement Committee Senior Management and Leadership Team

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Good practice	Quality Code Expectation (See Appendix A)	Action to be taken	Target date	Action by	Success indicators	Reported to
The strong strategic approach to enhancing the quality of learning opportunities, which is embedded in organisational structures and processes.	Enhancement	To continue to review, update and improve the Quality and Enhancement Manual.	Ongoing	Quality Manager	Regular reviews, updates and improvements reported in QAEC minutes	Academic Registrar
		To review the Annual Monitoring and Evaluation Report process to reflect our reduction in the number of intakes.	April 2016	Deputy Academic Principal	AMER cycle reviewed and any changes incorporated into Annual Planning Cycle	Academic Committee
		To enhance the key strategic drivers in relation to the quality of learning opportunities, through the: <ul style="list-style-type: none"> - introduction of a new Research and Scholarship Strategy; - enhancement of the (re-titled) Teaching, Learning and Assessment Strategy; - enhancement of the Employability Strategy 	March 2016	Director of Centre for Research and Enterprise Director of Centre for Excellence in Teaching and Learning Head of Student	All strategies approved by Academic Committee	Academic Committee

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Good practice	Quality Code Expectation (See Appendix A)	Action to be taken	Target date	Action by	Success indicators	Reported to
				Engagement and Success		
		To review and enhance, in consultation with students, how we celebrate and reward excellence in teaching and learning	July 2016	Director of Centre for Excellence in Teaching and Learning & Head of Student Engagement and Success	Celebration and reward of excellence in teaching and learning reviewed	Quality Assurance and Enhancement Committee

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Recommendations	Quality code and expectation reference	Action to be taken	Target date	Action by	Success indicators	Reported to
Fully consult students when developing key strategic and management initiatives that impact on the quality of learning opportunities.	Expectation B5	To redefine the role of students in the strategic planning of the organisation by replacing the Student and Staff Consultative Committee with the Student Staff Consultative Forum, which has a primary role of engaging the students in strategic planning.	February 2016	Academic Principal	Establishment of the Student Staff Consultative Forum	Academic Committee
		To include students on Equality, Diversity and Inclusion Team.	May 2016	Chair of Equality, Diversity and Inclusion Team	Participation of students on Equality, Diversity and Inclusion Team	Senior Management and Leadership Team
		To update and improve the Student Academic Representative (STAR) training so they maximise their participation in the strategic and management initiatives of the institution.	February 2016	Head of Student Engagement and Success	Enhanced STAR training	Senior Management and Leadership Team
		To evaluate the STARS' experience of	June 2016	Head of Student	Introduction of questionnaire	Student Staff Consultative Forum

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Recommendations	Quality code and expectation reference	Action to be taken	Target date	Action by	Success indicators	Reported to
		student representation through the introduction of a STAR questionnaire.		Engagement and Success		
		To include students in the development of new programmes and validation events.	Ongoing	Head of Programme Development	Students included in the development of new programmes and validation events	Quality Assurance and Enhancement Committee

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Recommendations	Quality code and expectation reference	Action to be taken	Target date	Action by	Success indicators	Reported to
<p>Clarify the processes for making complaints and appeals in order to more effectively communicate these to staff and students.</p>	<p>Expectation B9</p>	<p>To create a new 'Part F' of the Quality and Enhancement Manual. This new section will include summary guidance and linkage to fuller guidance for policy and procedure. Section F will include direct links to application forms. Existence of Part F to be publicised in the VLE.</p>	<p>March 2016</p>	<p>Head of Admissions and Academic Administration</p>	<p>Students acknowledge Part F as a useful resource: verbally and via Student Staff Consultative Forum.</p> <p>New Part F flagged to staff and students in staff / student induction/development and Student Academic Representative training.</p>	<p>Quality Assurance and Enhancement Committee</p>
<p>Clearly articulate the difference between placement learning opportunities that contribute to the assessment of learning outcomes and those that are intended to enhance employability.</p>	<p>Expectation B10</p>	<p>To review and update student Course Handbooks for degrees which provide internship opportunities.</p> <p>To update Student Guide to highlight the difference between credit-bearing placement learning and work experience.</p> <p>To review and update Employability Strategy.</p>	<p>September 2016</p> <p>September 2016</p> <p>February 2016</p>	<p>Relevant Course Leader</p> <p>Head of Student Engagement and Success</p> <p>Head of Student Engagement and Success</p>	<p>Reviewed and updated Course Handbooks</p> <p>Updated Student Guide</p> <p>Reviewed and updated strategy</p>	<p>Academic Dean</p> <p>Quality Assurance and Enhancement Committee</p> <p>Academic Committee</p>

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Recommendations	Quality code and expectation reference	Action to be taken	Target date	Action by	Success indicators	Reported to
		To create a Student Guide to Employability.	September 2016	Head of Student Engagement and Success	Student Guide produced	Quality Assurance and Enhancement Committee

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Affirmations	Quality code and expectation reference	Action to be taken	Target date	Action by	Success indicators	Reported to
The steps being taken to improve the oversight of equality, diversity and inclusiveness.	Expectation B4	To explore and apply to at least one of the following: - Two Tick Disability Symbol - Athena Swan - Race Equality Charter	July 2016	Equality, Diversity & Inclusion Team	Application made	Senior Management and Leadership Team
		To update our Equality, Diversity & Inclusion policy to ensure it is up-to-date and fit for purpose.	May 2016	Equality, Diversity & Inclusion Team	Policy updated	Senior Management and Leadership Team
		To create a student profile annually to inform our Equality, Diversity & Inclusion policy.	July 2016	Chair of Equality, Diversity & Inclusion Team	Inclusion of profile and commentary in Annual Report	Senior Management and Leadership Team
		To produce an Annual Equality, Diversity & Inclusion report.	September 2016	Chair of Equality, Diversity & Inclusion Team	Report produced	Senior Management and Leadership Team
		To roll out Equality, Diversity & Inclusion training within Staff Training Programme.	September 2016	Chair of Equality, Diversity & Inclusion Team, and Director of Centre for Excellence in	Increased staff awareness	Senior Management and Leadership Team

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Affirmations	Quality code and expectation reference	Action to be taken	Target date	Action by	Success indicators	Reported to
				Teaching and Learning		

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Affirmations	Quality code and expectation reference	Action to be taken	Target date	Action by	Success indicators	Reported to
The steps being taken to improve the consistency and quality of feedback on assessed work.	Expectation B6	To continue to monitor feedback to students through the Academic Business and Improvement Plan (BIP).	July 2016	Academic Dean	All deadlines are met on the BIP 2015/16 for action 1	Deputy Academic Principal
		To devise and implement an assessment cycle monitoring form which ensures that all assessment activities and deadlines are followed, especially with regard to the timing and quality of feedback.	March 2016	Head of Academic Administration	Implementation and evaluation of form	Quality Assurance and Enhancement Committee
		To ensure the Course Evaluation reports (CERs) and Annual Monitoring reports (AMERs) continue to feed into the annual monitoring and evaluation process with regard to student feedback.	Ongoing	Academic Dean	CERs and AMERs include items relating to student feedback via Student Module Evaluation Questionnaires and Module Monitoring Reports	Deputy Academic Principal
		Course Committees to continue to monitor consistency and	Ongoing	Course Leaders	Course Committees receive and	Deputy Academic Principal

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Affirmations	Quality code and expectation reference	Action to be taken	Target date	Action by	Success indicators	Reported to
		quality of feedback for all modules			respond to Student Module Evaluation Questionnaire reports	

APPENDIX A

Expectations	Quality Code Chapter headings
<p>Expectation A2.1 : Academic governance arrangements and degree-awarding bodies' academic frameworks and regulations Quality Code - Chapter A2</p> <p>In order to secure their academic standards, degree-awarding bodies establish transparent and comprehensive academic frameworks and regulations to govern how they award academic credit and qualifications.</p> <p>Expectation A2.2 : Definitive records of individual programmes and qualifications Quality Code - Chapter A2</p> <p>Degree-awarding bodies maintain a definitive record of each programme and qualification that they approve (and of subsequent changes to it) which constitutes the reference point for delivery and assessment of the programme, its monitoring and review, and for the provision of records of study to students and alumni.</p>	<ul style="list-style-type: none"> • Academic governance arrangements • Academic frameworks • Academic or assessment regulations
<p>Expectation B3 : Learning and teaching Quality Code - Chapter B3</p> <p>Higher education providers, working with their staff, students and other stakeholders, articulate and systematically review and enhance the provision of learning opportunities and teaching practices, so that every student is enabled to develop as an independent learner, study their chosen subject(s) in depth and enhance their capacity for analytical, critical and creative thinking.</p>	<ul style="list-style-type: none"> • The basis for effective learning and teaching • The learning environment • Student engagement in learning
<p>Expectation B4 : Enabling student development and achievement Quality Code - Chapter B4</p> <p>Higher education providers have in place, monitor and evaluate arrangements and resources which enable students to develop their academic, personal and professional potential.</p>	<ul style="list-style-type: none"> • Strategic approaches • Student transitions • Facilitating development and achievement
<p>Expectation B5 : Student engagement</p>	<ul style="list-style-type: none"> • Defining student engagement

<p>Quality Code - Chapter B5</p> <p>Higher education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience.</p>	<ul style="list-style-type: none"> • The environment • Representational structures • Training and ongoing support • Informed conversations • Valuing the student contribution • Monitoring, review and continuous improvement
<p>Expectation B6 : Assessment of students and the recognition of prior learning Quality Code - Chapter B6</p> <p>Higher education providers operate equitable, valid and reliable processes of assessment, including for the recognition of prior learning, which enable every student to demonstrate the extent to which they have achieved the intended learning outcomes for the credit or qualification being sought.</p>	<ul style="list-style-type: none"> • The basis for effective assessment • Developing assessment literacy • Designing assessment • Conducting assessment • Marking and moderation • Examination boards and assessment panels • Enhancement of assessment processes
<p>Expectation B8 : Programme monitoring and review Quality Code - Chapter B8</p> <p>Higher education providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities, operate effective, regular and systematic processes for monitoring and for review of programmes.</p>	<ul style="list-style-type: none"> • The purpose and nature of programme monitoring and programme review • Processes for programme monitoring and programme review • Involvement in programme monitoring and review
<p>Expectation B9 : Academic appeals and student complaints Quality Code - Chapter B9</p> <p>Higher education providers have procedures for handling academic appeals and student complaints about the quality of learning opportunities; these procedures are fair, accessible and timely, and enable enhancement.</p>	<ul style="list-style-type: none"> • The basis of effective appeals and complaints processes • Information, advice and guidance • Internal procedures: design and implementation • Action, monitoring and enhancement
<p>Expectation B10 : Managing higher education provision with others Quality Code - Chapter B10</p>	<ul style="list-style-type: none"> • Strategy and governance

<p><i>Applicable to degree awarding bodies</i></p> <p>Degree-awarding bodies take ultimate responsibility for academic standards and the quality of learning opportunities, irrespective of where these are delivered or who provides them.</p> <p><i>Applicable to all higher education providers</i></p> <p>Arrangements for delivering learning opportunities with organisations other than the degree-awarding body are implemented securely and managed effectively.</p>	<ul style="list-style-type: none"> • Developing, agreeing and managing an arrangement to deliver learning opportunities with others • Responsibility for, and equivalence of, academic standards • Quality assurance • Information for students and delivery organisations, support providers or partners • Certificates and records of study
<p>Enhancement</p> <p>Deliberate steps are being taken at provider level to improve the quality of students' learning opportunities.</p> <p>Embedded in Quality Code - Part B: Assuring and enhancing academic quality</p>	<ul style="list-style-type: none"> • Strategic approach to enhancement of student learning opportunities • Integration of enhancement initiatives in a systematic and planned manner at provider level • Ethos which expects and encourages enhancement of student learning opportunities • Identification, support and dissemination of good practice • Use of quality assurance procedures to identify opportunities for enhancement