Academic Registrar’s Division: Mission, Aims and Objectives

1. ARD Vision:

The Academic Registrar’s Division (ARD) strives to provide world-class service to all our users and to be leaders in our fields of expertise. Delivering an exemplary experience for prospective students and their advisors, for applicants, and for LSE students and staff is the driving force behind all that we do.

2. Context – LSE Strategy 2020 and other drivers:

LSE Strategy 2020 informs the ARD’s work, particularly the following elements: improving education and its administration; developing our staff; promoting equity, diversity and inclusion; leading in the delivery of social science; and diversifying our revenue streams. The enclosed appendix maps our work against LSE Strategy 2020.

Statutory, governance and policy requirements also shape the way we work, as do the needs of students and other stakeholders.

3. ARD Mission

To realise our vision and the School’s strategic imperatives:

3.1 We deliver world-class ‘whole of student lifecycle’ services, from widening participation, student marketing and recruitment through to examination, graduation and post-graduation support, providing an integrated experience of our administrative functions.

3.2 We recruit and develop staff who discharge their roles with credibility and authority, and who strive for continuous improvement and adherence to the ARD Staff Charter, the School’s Ethics Code and the Effective Behaviours Framework.

3.3 We deliver professional, customer-focussed services to a complex, diverse student client-base. We recognise that users of our services are unique individuals, from whom we seek feedback to inform enhancement of those services.

3.4 We provide advice, guidance, information and expertise about School policies, regulations and processes to a range of users (including applicants, parents/carers/sponsors, school/college staff, students, academics, executives, governors and professional services divisions).

3.5 We underpin delivery of the School’s Education Strategy. We ensure the academic integrity of taught provision by co-delivering the School’s quality assurance strategy and regulatory framework; by making reasonable adjustments in the assessment process; and by processing cases of assessment misconduct and appeals.

3.6 We generate, use and provide management information by collating, analysing and disseminating a range of data to inform evidence-based decision-making and practice.

3.7 We own and develop IT systems to support the student lifecycle and its management.

3.8 We ensure educational compliance on behalf of the School i.e. with HEFCE, OFFA, QAA, OIA, BEIS, DfE, CMA, UKVI, etc.

4. ARD Services:

4.1 Widening participation
4.2 Student marketing and recruitment
4.3 Undergraduate and taught postgraduate admissions
4.4 Student visa advice and compliance
4.5 Student financial support
4.6 Registration and Welcome Week
4.7 Teaching timetables
4.8 Student records and course choice
4.9 Student advice
4.10 Student and staff counselling
4.11 Student disability and wellbeing
4.12 Systems and management information (including statutory data returns)
4.13 Teaching quality assurance
4.14 Assessment regulations (including misconduct and appeals cases)
4.15 Examinations (including scheduling and marks processing)
4.16 Graduation ceremonies
4.17 Post-graduation support (transcripts, award verifications)

5. **ARD Aims**

**Our staff**

5.1 Embedding the [Effective Behaviours Framework](#) and ARD Staff Charter in all aspects of staff recruitment, development and review; creating a staff development culture that fosters an environment of staff satisfaction, in particular:

5.1.1 inducting and integrating new members of staff into the division successfully.
5.1.2 ensuring staff regularly meet with line managers to agree personal objectives; and to conduct Career Development Reviews in accordance with School requirements.
5.1.3 communicating effectively with staff to ensure they are aware of all major School and divisional activities and initiatives.
5.1.4 ensuring that all staff receive appropriate learning and development opportunities in order to carry out their jobs effectively, and to provide them with personal development opportunities.

5.2 Empowering staff to take operational decisions and to have ownership of processes wherever possible.

**Our services**

5.3 Achieving high levels of user satisfaction by putting them at the centre of our services.
5.4 Managing divisional resources, School and donor scholarship funds and external funds cost-effectively, transparently, sustainably and in accordance with School policy, the Financial Regulations and external criteria where appropriate.
5.5 Leading the delivery of statutory and regulatory processes that have both a reputational and financial impact on the School, including the Access Agreement, HESA returns, and UKVI.
5.6 Adapting, streamlining and improving our services continuously; working at the forefront of the operations that underpin our services (e.g. developing and innovating systems, processes, regulations that continuously improve user experience).
5.7 Promoting cross-divisional working with operationally adjacent areas in ways that add value to the student experience by co-delivery of services.
5.8 Communicating effectively and in Plain English within the division, and across and beyond the School.
5.9 Identifying and managing risk at all levels of the division’s work.
5.10 Proactively monitoring, interpreting and advising the School on national policy initiatives.

6. **ARD 2018-19 Objectives, KPIs and Measures of Success**

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<th>Objective</th>
<th>KPI / Measure of success</th>
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| 1. Deliver core student administrative services. | 1. Meet or exceed 6 of 7 targets and milestones in Table 7a - Statistical targets and milestones relating to your applicants, entrants or student body’ of LSE’s 2018-19 Access Agreement.  
2. Meet or exceed 3 of 4 targets and milestones in Table 7b - Other targets and milestones - of LSE’s 2018-19 Access Agreement.  
3. 100% of UG/PGT applications processed, offers made on time. |
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|   | 4. 85% satisfaction amongst offer-holder attendees of ‘Destination LSE’ events.  
5. 85% satisfaction amongst offer-holder attendees of Offer Holder Days.  
6. 10% of leads met on overseas recruitment visits go on to apply to LSE.  
7. 100% of eligible students registered on time.  
8. Teaching timetable produced by timeframe in Educational Service Standards.  
9. Exam timetable produced by timeframe in Educational Service Standards.  
10. 100% of SWS appointment requests arranged within 10 working days.  
11. 100% turnaround by DWS for IP/IEA transactions on individual cases within the system.  
12. 100% of exams take place as scheduled.  
13. Results released by timeframe in Educational Service Standards.  
14. Query response times across the division as set out in Educational Service Standards.  
15. 85% satisfaction amongst graduation attendees.  
16. Progress on selected aspects of SMC review action plan. |
| 2. | Implement Assessment Service Change Project |
|   | 1. Implement business processes to enable in-year resits for UG1 in summer 2019.  
2. Implement business processes to improve efficiency of results processing by July 2019.  
3. Revise regulatory and policy reform to enable in-year resits by December 2018. |
| 3. | Reduce the level of transactional work across the division and improve operational effectiveness, primarily by delivering year one of the Salesforce programme. |
|   | 1. 'Lift and shift' the following Student Services processes to Salesforce by January 2019: develop suite of management information/baseline for setting performance targets in 2019-20:  
a. Management and processing of external examiners  
b. Paper-based 'change of circumstances' processes  
c. Managing and tracking Inclusion Plans  
d. Managing and tracking Individual Exam Adjustments  
e. Managing and tracking CDRs and personal development  
f. Student advice function and casework management  
g. Management of generic inboxes  
3. Make improvements to the following WP, Admissions and SMR processes by enhancing Salesforce functionality:  
a. enhancing mass email campaigns/student interactions.  
b. WP Team to have fully embedded event registration in CRM and use for reporting attendance figures at all events. |
| 4. | Introduce in two stages a principles-based quality assurance framework that devolves some responsibility and accountability to departments for teaching quality assurance. |
|   | 1. Devolved framework in place by start of 2018-19 academic year (stage 1).  
2. Receipt by TQARO in ST19 of a full set of DTC minutes and an annual report on approved changes from each department, as defined in the devolved framework, to enable stage 1 monitoring processes.  
| 5. | Support the PDE in preparing the School for the 2019-20 TEF and Access and Participation Plan submissions; and in delivery of new educational initiatives. |
|   | 1. Qualitative database set up and populated by end of LT19.  
2. Training for staff in narrative production and metrics analysis by end of ST19.  
3. Alignment of devolved QA processes with production of TEF and APP narrative, including quantitative analyses. |
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<th><strong>Commence project to make systems changes required by the Data Futures programme for the statutory student HESA return.</strong></th>
<th><strong>1. Initiate LSE Data Futures project by November 2018.</strong>&lt;br&gt;<strong>2. Process and system flows mapped end-to-end, including linkage to data items by March 2019.</strong>&lt;br&gt;<strong>3. Analysis of system changes required by March 2019.</strong>&lt;br&gt;<strong>4. Initiation of onward project(s) by May 2019.</strong></th>
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<td>6.</td>
<td><strong>Coordinate analysis and response to differential student performance to inform an enhanced 2020-21 Access and Participation Plan.</strong></td>
<td><strong>1. Support the School to address the current attainment gaps and differential outcomes for students via transfer of analysis and reporting to APDD, and support the working group set-up to deliver change to current performance.</strong>&lt;br&gt;<strong>2a. Deliver an enhanced Access and Participation Plan for the 2019-20 submission.</strong>&lt;br&gt;<strong>b. Respond to OfS updated guidance, and required target overhaul.</strong>&lt;br&gt;<strong>c. Oversee a new process of development with Student Success and Progression led by relevant functions, whilst overall coordination of document, liaison with OfS and responsibility for Access remaining within WP.</strong></td>
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**September 2018**