ARD – MV2MOM, 2020-21

MISSION *Who we are and what we do*	We are an informed and inspiring voice to our prospective students; a welcoming and friendly face to our new students; a knowledgeable and caring presence to our current students; and a proud and supportive friend to our graduating students. To our colleagues across LSE we are a professional and constructive source of help, support and advice. We use our professional expertise to deliver personalised engagement and administrative services to students, staff and other stakeholders. We make effective, efficient use of the systems and resources available to enable a very wide range of stakeholder experiences. At our best, we facilitate excellent individual student experiences, ensuring that students can access the full range of opportunities the School has to offer. We provide expertise as the business process owners for core student-supporting regulations, policies, processes and systems, and are responsible for providing leadership to the School's wider administrative community for their maintenance, application and development. We strive to create a working environment for both ARD staff and colleagues around the School that promotes wellbeing and inclusivity.
VISION *Where we're going*	Our expert staff will provide proactive support to students, staff and other stakeholders, delivering high quality, personalised services. We will continue to reform and modernise our systems and processes to ensure our staff and colleagues have the right tools for the job. We will adjust and retune our business-as-usual approaches to fulfil the Education and Student Experience priorities under LSE 2030, as set out in the 'Measures' section below. We will continue to adapt and proactively respond to the evolving national regulatory framework as set out by government, the Office for Students and other sector regulatory bodies, alongside wider national and international developments including Brexit. We will adapt our services to be 'COVID sustainable' and will develop appropriate service delivery models across the division that feature both on-campus working patterns and agile/remote working.
VALUES *What's important to us*	Personalised service: our *raison d'être* is to provide high quality support, guidance and administrative services to prospective students, applicants, current students, staff and other stakeholders. We support each other and work together in the promotion and delivery of this goal. Staff wellbeing: we support our staff to develop professionally, to adapt to agile and remote working, to enjoy their roles and working lives, to have a sense of ownership of their work, to value equality and inclusion, and to achieve their many aspirations – for their benefit, for that of their team, the ARD and the wider LSE community.

	Innovation: we seek to positively intervene in the status quo when we see opportunities to improve services, policies and practice at LSE. We keep our own work under constant review and as a 'critical friend' provide constructive feedback on how others do theirs to improve performance for all end users. Expertise: we own many of the major business systems and processes at the School and are experts in their application. We advise on the delivery of our services. We flex those services where appropriate, but we will also say 'no' when that is the right answer. If challenged, we will be able to justify the response. This is how 'freedom within a framework' will be made to work. Equity and assurance: we are committed to equity in the design and delivery of our services. We make sure that the School abides by statutory and external regulatory requirements, but in ways that maximise opportunities for the LSE community.
METHODS *How we do things*	Lead, participate in, and deliver the transformation of our systems and associated working practices for improved service delivery and staff engagement. Keep sight of the human being behind the task – whether service user or provider – and treat everyone with patience and respect. Follow the evidence and bench-marking information, and evaluate impact. Promote the standardisation of systems and processes, within which we can deliver personalised service. Seek out collaborative working and partnerships, within and beyond the division – with students, staff and other stakeholders – and beyond the School. Communicate effectively at all levels of the division so that staff voices are heard, and that they are kept informed about matters that affect them and their work. Contribute to and engage with cultural and behavioural reform, leading by example. Everyone counts or no one counts.
OBSTACLES *Challenges we face*	Loss of experienced staff and their institutional knowledge. Access to the right packages to recruit the right people with the right skills. Current recruitment freeze and 10% cut to 2020-21 operational budgets will require us to stop doing some things – need to realise these cuts in a consultative, transparent and planned way. Lean staffing levels and other resources for delivering business as usual (BAU) while improving business systems and processes. Figuring out new BAU working patterns under hybrid service delivery model (i.e. whereby many staff will split their time between campus and

	remote working). Preserving staff wellbeing under this new operating model is a major challenge. BAU workloads a challenge for staff development. Under-communication (i.e. not enough) and miscommunication (i.e. failure to always consider audience type, observe appropriate timing, ask questions, actively listen, clarify message, use appropriate language, align with adjacent service areas). Room for improvement in effective, positive collaboration with departmental staff (academic and professional services staff (PSS)).

MEASURES *Our near-term objectives*	**LSE 2030** **Strategic priority 1: Educate for impact** A. <u>**Excellent research-rich education**</u> **– diversify and streamline assessment; education enhancement; evaluation, monitoring and review** B. <u>**Consistently excellent student experience**</u> **– programme-focussed delivery and review; strategic analysis of education and student experience; course selection; extended education; credit framework** C. <u>**Community, inclusion and wellbeing**</u> **– Student-led induction (Welcome Steering Group); Student Mental Health and Wellbeing Framework; Access and Participation Plan (APP)** **Strategic priority 3: Develop LSE for everyone** A. <u>**Community:**</u> **Inclusive LSE; continuous improvement projects; development of frameworks** ARD Measures 2020-21: 1. Review ARD service delivery models to ensure they are 'COVID sustainable' and continue to be fit for purpose to meet the current business needs of the School; secure delivery of core services on time and to a reduced budget across 2020-21 academic year. 2. Inclusive working practices - Partner with EmbRace to establish divisional action plan for making ARD's working environment more inclusive and to promote equality; establish the ARD Diversity and Inclusion Steering Committee to advise ARDMT; engage with School's Race Equality Framework initiative; develop action plan by Christmas 2020. **(Community)** 3. Resits – Review SITS upgrades; support planning and design of PGT IRDAP for January 2022 delivery. **(Excellent research-rich education)**

4. SSIP – the 2020-21 phase brings Change of Circumstances processes primarily to support departments plus improved processes for DWS (including Inclusion Plans and Individual Exam Adjustments) by start of 2021-22 academic year. Alongside this, to continue to develop when required functionality to support the Online Assessments Project including online deferral. Work continues to review the balance between virtual services and physical helpdesks, including the roll out of live chat in the SSC. Main benefits include a better understanding of queries raised with SSC to assist future deflection and reduction and increase in self-service document production. DWS improvements will streamline processes for better departmental accountability and student satisfaction, create efficiencies and increase turnaround. Change of Circumstances will deliver efficiencies in departments and streamlined process for better student satisfaction. **(Consistently excellent student experience)**

5. Course selection – Clearer module availability information and departmental enrolment practices surfaced to applicants and offer-holders; earlier indication of module preference by offer-holders; new module selection system (replacing CAPIS, LFY, CMIS, REG);– delivered in phases across 2021, 2022 and 2023. Improved student satisfaction with course choice via survey; reduction in number of students carrying clashes. **(Excellent research-rich education)**

6. Credit framework – To develop an institution-wide credit framework for LSE applicable to the residential taught UG/PGT and Extended Education portfolios, scoping work completed by end of 2020-21. **(Excellent research-rich education)**

7. Enrolment 2021 Project – building upon the emergency Registration Project of 2020, this project will investigate all relevant ARD and DTS processes, alongside department needs, to deliver a holistic and coherent online joining narrative (including technical introduction) for students covering all core administrative functions. The main benefits are improved student experience and transition, plus technical efficiencies, process streamlining and reducing student enquiries across multiple areas. **(Consistently excellent student experience)**

8. Online Assessment Project (OAP) – will continue to facilitate all aspects of central support and communications for the delivery of online assessment required due to the pandemic, for the January 2021 assessment period and the Summer Term 2021 again if required. OAP will deliver early elements of formal E-Assessment, including regulatory and policy reforms, to develop options for online invigilation to better support academic integrity and future confidence and expansion of online delivery within business as usual assessment practice. **(Consistently excellent student experience)**

9. Other enabling projects: Extended Education infrastructure reform; e-assessment; external examiners process reform; review and reform

	graduation experience. **(Consistently excellent student experience)** 10. Access and Participation Plan - as we enter the first year of the new Access and Participation Plan 2020-25, we will work with colleagues in ARD and across the School to establish robust governance structures, develop an evaluation model and secure resource for evaluation, undertake an operational review of WP activity, continue APP activity to deliver on ARD-led targets, liaise with School-wide colleagues to ensure a joined-up approach to APP work and report to OfS as per regulatory requirements. 11. Student Mental Health and Wellbeing Framework –Student Mental Health and Wellbeing Framework – with the framework launch in March 2020, work continues to develop individual elements of the three theme areas and better harmonisation with staff wellbeing policy and practice. Metrics in development to align with LSE2030 objectives on wellbeing. **(Community, inclusion and wellbeing)** 12. Devolved QA framework – continue to evolve QA arrangements for curriculum reform/programme modification and department review to support 2030 ESE priorities by 2021-22; to include as part of course choice project to replace CAPIS, including the capture of required data to facilitate improved educational analysis capabilities; to develop improved processes to enable monitoring of departmental compliance with devolved QA framework; to review course-level survey arrangements in light of 2030 priorities; to work with stakeholders to establish processes for the evaluation of LSE Offer. **Excellent research-rich education)**

November 2020