LSC
London

The London School of Commerce

The Quality Handbook

(Quality Framework Document)

(Including online/digital learning)

Updated January 2021

Contents

1. Introduction

This handbook sets out the quality framework for the delivery of programmes by the LSC.

Part one covers all aspects of ensuring and enhancing the quality of the student learning experience.

Part two focusses on additional policies and procedures for online/digital learning.

PART ONE

1.1 Vision Statement and Objectives

The vision of the London School of Commerce (LSC) is: -

To provide, within the environment of an independent educational establishment, quality higher education programmes in the fields of Business, Information Technology, E- Commerce, Technology and related fields.

The School is committed to ensuring a conducive and enriching environment for students studying on its Programmes and to contribute generally to the educational, economic and cultural development of the UK, and in particular, to educational development in overseas countries. The vision is based on firm foundations which are designed to ensure the further aim that the School will continue to develop on a sound financial base.

1.2 Overview

The LSC-*Academic Quality Framework (AQF)* is a guide to quality assurance across the LSC.

In particular, the *AQF* provides guidance and easy access for staff, students and others concerned with the quality of the total learning experience of students on academic Programmes delivered by the LSC.

This *Quality Handbook* forms Part 1 of the *AQF.* Part 2 is described in Section 1.3 below. Part 3 is attached as a separate Appendix to the Quality Handbook.

The *Quality Handbook* is approved by the Academic Board, which has overall responsibility for ensuring that all Programmes are comparable in standard to Programmes of similar level both internally within the School and externally at other higher education institutions.

1.3 Quality Assurance Information

There are specific sources of information related to Quality Assurance and the confirmation of Academic Standards for academic Programmes. These are:

a) *The overarching Academic Regulations and Quality Assurance requirements of collaborating Universities/Degree Awarding Bodies (DABs).*

Where the LSC delivers Programmes in the UK which are approved/validated by a collaborating University Partner, the Academic Regulations of the respective collaborating University Partner provide the Quality Assurance and Academic Standards umbrella reference framework for the LSC and take precedence for all Programmes delivered by the LSC in the UK which are approved/validated by collaborating Universities/DABs

b) *The internal LSC Quality Framework documentation is made up of:*

- *Part One: The LSC Quality Handbook*
- *Part Two: The LSC Academic Regulations*

The Academic Regulations and Quality Assurance requirements of the collaborating Universities/DABs provide the overarching regulatory and primary reference requirements for the confirmation of Quality Assurance and Academic Standards at the LSC and for all academic award related matters. In the event of any interpretation conflict, the University Regulations take precedence, unless there is a specific agreement to the contrary.

[NOTE: Collaborating University Partners have indicated that the LSC Student Complaints Regulations are to be used and exhausted prior to any Student Complaint being subsequently entered into University Regulations and procedures.]

At the operational level the *Quality Framework* provides a comprehensive set of protocols and reference, guidance, application and implementation information for the internal LSC management and confirmation of Quality Assurance and Academic Standards.

1.4 The Quality Framework

1. The *Quality Handbook*

This provides a reference Handbook and descriptive guidance for all staff across all quality assurance areas related to the academic and operational aspects of the LSC.

This includes the vision, governance, internal quality mechanisms, academic standards matters, protocols and other appropriate areas. The *Quality Handbook* also contains key strategies, academic policies and related documents. These are applicable to all staff and all academic Programmes. The reference areas include: - academic governance; academic Programmes; academic management; the student experience; the learning environment; teaching faculty and support staff; information management; academic strategies, policies and LSC protocols.

2. The LSC *Academic Regulations*

The LSC Academic Regulations are used by all staff, and applied to all internal procedures, processes, mechanisms, and general arrangements as these relate to all internal Quality Assurance and Academic Standards operations activities, requirements, management arrangements, and protocols.

The *Academic Regulations* were originally agreed and approved in 2005-2006. They are updated on a regular basis subject to University/DAB agreements and UKVI Regulatory contexts and requirements.

These two components of the LSC *Quality Framework* are also supplemented by specific guidance notes, policies and strategy papers where required by the respective University.

Both documents directly relate to the expectations, practice, advice and guidance contained in the Quality Assurance Agency (QAA) UK Quality Code.

1.5 Application and Formal Interpretation of the Quality Handbook and Quality Framework

In the event of uncertainty on any aspect of Quality Assurance and Enhancement or on Academic Standards matters the following guidelines apply for resolving conflicts and formally interpreting University and the LSC Quality Regulations.

In the application of the University-DAB Academic Awards Regulations as related to fully validated or accredited or approved Programmes or franchised Programmes delivered by the LSC:

- University Regulations are used in all cases and take precedence;

- The validating University Academic Regulations shall take precedence over published LSC Regulations for all Programmes except where specific agreement has been reached with the validating University-DAB to do otherwise [NOTE: University collaborating partners have indicated that the LSC Student Complaints Regulations are to be used and due processes exhausted prior to a Student Complaint being entered into the respective University regulatory procedures];

- These requirements indicated above ensure that the position of the LSC and the validating University are safeguarded with reference to the *UK Quality Code for Higher Education* and the UK FHEQ and related documents (e.g., Subject Benchmark Statements/Level Characteristics Statements/International Guidelines Papers).

For areas that relate to staff employment, the LSC *Contractual Agreements* are the definitive documents.

Where formal interpretation of the Regulations is required, it shall be made by the Chair of the Academic Board and reported to the Academic Board for approval and confirmation.

1.6 Circulation and Version Control

The accuracy and currency of the *Quality Handbook* is the responsibility of the Head of Quality working closely with the nominated members of the Academic Board. Updates to the *Quality Handbook* are approved by and reported to Academic Board annually, or more frequently if required.

Up to date versions of the *Quality Handbook* are made available to all staff via staff access to the *Portal* and the staff public drive.

All definitive versions of documents are stored in the Quality Library of the staff public folder. This includes meeting minutes; Programme Specifications; Module Specifications; approved, validated and franchised Programme documents; Annual and Periodic Programme Monitoring Reports; moderator's-Link Tutors reports and responses; External Examiners reports; QAA Higher Education Review and Annual Monitoring Reports.

1.7   Responsibility for the *Quality Framework*

The LSC Academic Board is primarily responsible for the maintenance, development and oversight of the *Academic Quality Framework*. The LSC Academic Board has ultimate responsibility for the content of the *Quality Framework*.

The Academic Board is required to confirm and approve the academic strategies and policies which are developed, incorporated in, and implemented as a part of the LSC *Quality Framework*. The Academic Board has identified initial discussion responsibility for developing strategy and policy within its major sub-Committees and Boards, namely the Research Degrees Committee (RDC), Programme Management Committees (PMC) and Student Staff Liaison Committee (SSLC). The RDC is required to operate within the respective University Regulations for research degrees. The LSC Academic Board sub-committees are required to report on a regular basis to the Academic Board on all significant decisions and matters which require the approval of the Academic Board. There is also a process for providing the minutes of the LSC RDC, Programme Management Committee, and Student Staff Liaison Committee meetings to collaborating Universities/DAB's through the Annual Monitoring and reporting frameworks

1.8   Additional Information

The Quality Handbook will be updated from time to time in accordance with requirements within the educational sector. This will include for example updates for the revised QAA UK Quality Code (November 2018) and the requirements of the UKVI Regulations and/or collaborating University/DAB Regulations.

2.   Vision

2.1   Objectives

The LSC aims to provide - within the environment of an independent educational establishment/alternative provider - quality focused and cost-effective higher education programmes in the discipline fields and subject areas of:

- Business and Business Studies

- Business Administration

- Accounting

- Business Related Information Technology

- E-Commerce

- Health and Social Care

These academic activities are based on established expertise in the delivery of internationally focussed high quality Programmes and the educational commitment to, and belief that:

- Academic discipline and subject areas are intrinsically international in their focus and multicultural in context and nature;

- Academic philosophy recognises and aims at respecting and responding to a variety of international cultures, learners and stakeholders and their respective needs;

- In order to remain competitive and relevant to stakeholder requirements, Programmes delivered by the LSC are required to maintain their currency in terms of their curriculum content, pedagogic approaches, and responses to market and environmental circumstances.

The academic and educational vision objectives and commitment therefore ensure:

- The inclusion of practical applications and culturally referenced teaching in learning and teaching practice (as appropriate);

- Rigour and critical relevance in scholarship; associated research activities; major project, case study and business development teaching; and their links to the academic experience of our students;

- Innovation in learning, teaching, stakeholder development and relationship development.

2.2 Planning and Implementation of the Academic Vision and Strategy

The strategic planning process and the implementation of strategic plans is developed within a number of contexts and specific priorities. This includes the carefully considered establishment, firm consolidation, and successful continued development of:

- An appropriate higher education portfolio of academic provision;

- A track record of providing a good quality educational experience for students;

- The successful development of a series of well-regarded and mutually beneficial cooperative activities with collaborating Universities and DABs.

A cornerstone of the vision and strategic plan is the objective of delivering high-quality academic discipline and career-related Programmes.
All academic Programmes provide a clear and detailed foundation of knowledge and experience in the principles and subject areas which make up the respective practice-focused disciplines and the provision within the portfolio is benchmarked against the *Expectations* and *Indicators* of good practice which are contained in the UK Quality Code.

Building on these principles, all teaching is designed to provide students with the knowledge and expertise necessary to develop their overall academic, professional and career capability and with opportunity to develop specialist expertise and career development directions.

The teaching philosophy and pedagogic vision therefore provides an academic experience with strong emphasis on the knowledge, skills and capabilities appropriate to the rapidly changing global, cultural, human and technological business and organisational environment.

The focus is primarily on academic standards within all Programmes and with integrating both teaching experience and professional external world experience in teaching teams.

Responsibility for the development of the LSC strategy lies with the Executive Management Team advised by the Council and the LSC Academic Board as appropriate.

2.3 University Collaboration

The high-quality academic Partnerships which have been developed with collaborating Universities and DAB's are central to the LSC's business strategy and are designed to be mutually beneficial to all parties.

2.4 Academic Programmes

The LSC's development of quality Programmes is aimed at meeting the needs of international, UK and EU students in an increasingly global academic and educational market.

This remains central to the quality principles which underpin the delivery of the curriculum and the teaching philosophy which leads Programme developments.

Programmes are designed to build on and reinforce strength in learning and teaching which develops the student's academic skills, their professional capabilities and their theoretical understanding which informs practice.

The LSC caters for an international and a local educational market and students who enter Programmes are able to build on their life and career experience to date within a high quality theoretical, practice focussed and career intentioned learning experience.

2.5 Quality Assurance and Enhancement Policy and Strategy

The Academic Board, with membership drawn from the academic and administrative teams responsible for the delivery of academic Programmes, provides the oversight for quality assurance and enhancement activity and the strategic development and implementation of the quality assurance policy.

The goal of providing a quality focussed academic portfolio is to help achieve the vision and meet strategic business objectives through ensuring quality within the provision and stimulating enhancement in all aspects of the academic portfolio.

The LSC recognises the important role of engagement with external organisations in ensuring quality and promoting improvement. Engagement with organisations includes:
- Validating/approving DABs/collaborating University Partnerships/National Accreditation-Validation Bodies.

- the QAA (particularly in relation to academic Programmes and academic standards and within the expectations of the UK Quality Code);
- Appropriate professional organisations (e.g., the Chartered Institute of Marketing (CIM); ACCA – as appropriate);
- The UKVI and the Home Office Regulations Framework requirements.

Where appropriate, the LSC also makes use of external experts and consultants in ongoing enhancement activities, within the LSC Advisory Board, or as members of Programme review panels (as appropriate and specified by University requirements), and within regular reviews of specific Programmes and areas of activity (subject to collaborating University requirements and specification).

Each member of teaching faculty and support staff is responsible for the quality delivered to the students and the programme with which they are engaged. They are in turn fully accountable to programme leaders for their work.

Quality is assured through regular use of feedback channels. These include: -

- Student-Staff Liaison Committee (SSLC) which provides formal feedback from student representatives;
- student feedback on the quality of their learning experience;
- teaching faculty feedback on Module and Programme matters;
- Module performance analysis related to the evaluation and monitoring of academic standards reached in each Module and each Programme;
- External Examiners' feedback via External Examiners Reports and Programme Team responses to these reports;
- The external review and monitoring of Programmes through regular University Partner processes and procedures;
- University collaborative feedback through Moderators' Reports/Link Tutor reports, and within Annual Review procedures and Periodic Review procedures and requirements (as required);
- Overall monitoring and evaluation of programme performance;
- The peer observation and review of teaching;
- The use of mentoring and appraisal systems.

These mechanisms, combined with the initiative and substantial experience of teaching and support staff, contribute equally to the ongoing enhancement of Programmes and the learning environment as well as supporting the maintenance of academic standards achieved by students. Quality and quality enhancement are responsibilities for management, teaching staff and support staff across the School.

The development and operation of quality assurance at the Programme level is primarily the responsibility of the Programme Leaders and the Senior Programme Leader. In these areas, the Head of Quality and appropriate staff (e.g., the Registrar/senior administrative staff) provide general and specific advice as well as reporting to the LSC Academic Board and advising the Executive and Senior Management Team as appropriate.

The LSC Academic Board responsibilities include: -

- the development of quality policies and strategies including for academic standards, quality assurance and enhancement processes and supporting procedures;
- the monitoring of quality and the operation of quality policies, standards and processes;
- providing a focus as a catalyst in quality improvement which enhances the student experience at the same time as supporting overall enhancement activity.

Across all areas, the LSC Academic Board promotes the sharing of good practice and provides a focus for enhancement based on critical self-appraisal. In doing this key Academic Board operating principles include: -

- Transparency – quality processes and enhancement activities demonstrate the maintenance of academic standards and assurance of quality to those not directly engaged with the specific or particular Programme;

- Simplicity – quality processes and enhancement developments are 'fit for purpose', and integrated with the normal academic and Programme activity whenever practical and feasible;

- Focus on participants and outcomes – quality activities are driven by the desire to deliver high quality educational Programmes to students as well as meeting vision aims.

In relation to academic Programmes, the achievement of academic standards is monitored within quality processes at Programme level through: -

- The confirmation of academic standards by External Examiners and at University Progression-interim-Finals/Examinations Boards/Awards Boards;
- Regular annual and periodic review monitoring undertaken by the Academic Board; academic and administrative support staff; the Head of Quality; the respective academic Programme Team; the Senior Programme Leader and the collaborating University/DAB;
- Regular formal reporting mechanisms: e.g., required regular reporting to Academic Board and oversight by Senior Academic Staff; Programme Leaders; Head of Quality; Registrar; and the Executive and Senior Management Team.

The LSC is committed to meeting national UK and international standards. This includes meeting all the requirements of the FHEQ: the UK Quality Code for Higher Education; Subject Benchmark Statements and the present and future requirements of the UKVI and the respective collaborating Universities and DABs, and National Accreditation Bodies (as appropriate).

The quality assurance approach towards its academic Programmes reflects in matters of detail of the LSC's distinctive strategy and strength rather than seeking to simply copy and imitate approaches used in large universities. The LSC seeks to encourage and engage its teaching staff in a range of external activities and with professional bodies in order to gain from the breadth of experience elsewhere in higher education.

2.6 Learning, Teaching and Assessment Strategy

The learning, teaching and assessment strategy reflects the School's vision which is focussed on good quality higher education delivered in a cost-effective and competitive manner, while encouraging and enabling students to gain the competencies that will enable them to excel in employment and in business anywhere in the world.

The strategy also embraces delivery through collaborating relationships which are fundamental to the business model operated by the School.

This strategy also complies with the *UK Quality Code* and the components of the FHEQ for academic programmes, module design, learning outcomes, and criteria referenced assessment as well as for validation and approval, monitoring and review, and student assessment, and learning environment.

The LSC is mindful of its responsibilities for promoting equality and diversity, and the development, promotion and adoption of an inclusive approach to learning and teaching.

The School seeks to support student learning and success through: -

- the provision of continuously enhanced, high-quality, practice-informed and practice focussed teaching;

- Providing timely support for students, through the provision of an excellent learning infrastructure;

- Implementing effective formative and summative assessment practices within a supportive student focussed learning environment.

This means that: -

- The Programme portfolio is regularly reviewed (subject also to collaborating University Partnership requirements);

- teaching faculty are expected, and required, to regularly update the curriculum and the currency of their teaching;

- teaching faculty and support teams introduce and prepare students effectively in making use of educational experiences using best available educational technologies;

- learning and teaching approaches encourage participation; active and relational development; problem-identification and problem-based development; transformational activity; inquiry related activity; practice focussed and applied learning;

- That student academic achievement and performance is subject to authentic assessment, and that student performance is measured on evidence of their understanding of Programme content and practical application and against the defined learning outcomes for the Module, and Programme.

Learning Strategy

The learning strategy is driven by the recognition that effective learning results from collaboration between students and faculty members, using expected learning outcomes to motivate growth and measure competence development.

The library and the learning environment support the effectiveness of learning and teaching while making learning resources available to students in a variety of formats, and encouraging information literacy and learning skills development.

Students are encouraged to learn from each other, as well as from faculty members and learning strategy is underpinned by awareness that teaching and learning processes are not identical, and that faculty members should design educational experiences that facilitate effective, career-relevant learning, on a continuing basis.

Consequently: -
- Faculty members are encouraged to provide experiences for their students that enable them to progressively develop new understandings of subject content, and engage students in articulating their learning in specific and concrete ways that impact upon their colleagues and appropriate contexts.

- Faculty members encourage students to make systematic use of their own prior professional experiences, where applicable, in their class participation.

- Faculty members collaborate with the Library to ensure the ready availability of learning materials relevant to each class and make full use of the online facility provided via the LSC *Student Portal*.

- Faculty members work with their students to ensure the attainment of educational outcomes and learning outcomes that are consistent with the QAA UK Quality Framework for Higher Education and national UK/collaborating University-DAB Academic and Regulatory Frameworks; National Accreditation Bodies.

Teaching Strategy

The School provides Programmes at academic Levels 3, 4, 5, 6, 7 and 8. In the case of academic Levels 4, 5, 6 teaching faculty benchmark their teaching; assessment requirements; indicative Module teaching content; Learning Outcomes; against UK Subject Benchmark Statements, UK FHEQ Level Characteristics Statements; UK Learning Outcome descriptors and UK academic Level qualification descriptors.

Where required and subject to the location of delivery the LSC also benchmarks its strategy against the appropriate National Accreditation Body requirements.

The teaching aims to encourage students to develop a systematic understanding of key aspects of the body of knowledge and subjects which make up their discipline and field of study, including acquisition of coherent and

detailed knowledge, at least some of which is at, or informed by, the forefront of defined aspects of a discipline. Learning Outcome matrices are used in each Programme validation/approval document to indicate the requirements of the Programme and of individual Modules. These are supported by Assessment matrices which are approved as a part of the collaborating University/DAB validation/approval process.

Similarly, at academic Level 7 within all taught Master's Degree Programmes, the primary teaching aims and Programme aims are benchmarked against The FHEQ Level Descriptors; Subject Benchmark Statements; UK academic qualification Level descriptors; UK national Level Descriptors; and are referenced against the: -

'*systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice,*'

At Doctoral Degree Programme Level 8, Programmes aim to include the development of student competences within the capacity to interpret new knowledge, through original research and scholarship, of a quality to satisfy peer review, extend the forefront of the discipline, and merit publication.

Doctoral level Programmes, as with all Undergraduate and Postgraduate taught Programmes are required to meet the validation/approval requirements of the respective collaborating University/DAB. Through this process, all Programmes are benchmarked against the UK Quality Code for Higher Education.

Faculty members use these reference frameworks as a basis for benchmarking the delivery of the provision; for the development of the learning and teaching strategy; and the development of teaching content, supporting the School mission by: -

- regularly checking the currency of teaching content and support materials including the updating of materials as required;
- using case studies and other student-centred study methods as appropriate and making all teaching materials available on the Student Portal for access by the LSC staff and students;
- selecting current textbooks, journals, authored papers or other appropriate sources;
- engaging students by deploying illustrations, applications and examples relevant to their experiences and to the subject matter;
- encouraging both teamwork and individual student research;
- Utilising inclusive IT and library support.

The LSC supports the concept that teaching is most effective when underpinned by reflective efforts to communicate the intrinsic structure of a discipline, topic, theme or subject in depth, while encouraging high expectations of success, providing sufficient time for each task and rewarding critically relational and reflective learning in the assessment process.

The intentions of the strategy therefore include preparing students not only for currently available careers and business opportunities, but also for those opportunities that are emerging within the business, professional, and related career environment. Whenever consistent with effective learning, teaching will

be delivered in flexible ways, making full use of new technology and relevant curricular activity.

Lecture notes, resource materials, examination revisions, case studies, timetables and course outlines can be accessed by students through the LSC's interactive, remotely accessible *Student Portal.*

Faculty members take full account of UK academic Level descriptors, Learning Outcome frameworks of reference, benchmarked assessment requirements (all assessments are approved by the respective University and the External Examiner), in the course of curriculum development and delivery of teaching.

- Faculty members update teaching materials on a regular basis, using relevant examples and applications on a regular basis in their presentations;

- Faculty teaching materials specify course objectives, reading materials, course schedules, assessment methods, and expected student outcomes, in such a way as to ensure internal consistency;

- Faculty members encourage students to make full use of the library learning facilities and the *Student Portal*;

- Faculty members use the *Student Portal* to help students organise and complete their work in the most productive way practicable.

Assessment Strategy

Faculty make use of diagnostic, formative and summative assessment methods, providing feedback on assignments in an accessible way, based upon an agreed timeframe. Assessment and assessment strategy are linked to learning and teaching strategies, and to the required academic level of learning outcomes, descriptors and assessment criteria.

The balance between assessment of, and assessment for, learning is a key element of assessment. Practice and policy follow the QAA, UK Quality Code, Advice and Guidance: Assessment (November 2018). [Assessment (qaa.ac.uk)]

The School promotes good practice in assessment by; -

- minimising opportunities for plagiarism;
- aligning assessment criteria with learning outcomes and academic level descriptors;
- providing regular feedback to students.

The LSC recognises the strong correlation between the assessment strategy and the facilitation and support of student learning. Assessment processes reflect this through a variety of measures including: -

- the use of formative feedback to students;
- summative assessment.

Staff Development and Learning, Teaching and Assessment

The LSC recognises that the success of the learning experience enjoyed by its students is directly linked to the quality of teaching. It also recognises the key role that staff play given the model of Programme delivery adopted by the School, and the need to encourage scholarship informed teaching.

The approach builds on the high-quality teaching and support staff in place, and their particular expertise as academics and administrators with other institutions or as practitioners in the field.

The LSC uses a wide interpretation of scholarship and reflection on teaching and learning, which ranges from subject focused enhancement activity through to practitioner informed development and reflection on personal development and achievement.

There are two major strands to staff development in these areas: -

- Firstly, the approach to promoting good practice as part of the enhancement agenda and ensuring that good ideas are encouraged to be implemented more widely.

- Secondly, the development of the academic framework of the School, the refinement of procedures and processes, and the response to national developments.

Other inputs to the staff review process arise from the annual monitoring process, where the reports may identify areas for developments or opportunities for advancing innovative ideas or simply securing and improving existing provision. In either case, this can lead to a direct input to the staff review activity, and present a direct opportunity to staff development activity for the course team or individual staff.

Research, Scholarship, and Staff Development Policies

There are two areas of focus for the research, scholarship and staff development strategy at the London School of Commerce.

These two areas of focus recognise the developing involvement and role of the London School of Commerce in the delivery of Research Programmes in association with Partner Universities. The primary focus of the London School of Commerce is as a teaching institution delivering Programmes at Levels 3-8 within the UK FHEQ and Quality Code framework.

The two areas of focus are included here for information for academic and administrative support staff who may be involved with the work of the School in either a teaching or a research support capacity.

2.7 Scholarship and Research Policy and Strategy

Overview

This policy and strategy paper sets out the scholarship and research aims and the approach to supporting, developing and disseminating appropriate activities.

The overall aims of the policy are to: -

1. create intellectual capital for the benefit of the School and its students and staff;
2. promote teaching excellence;
3. promote the excellence of the students learning experience;
4. promote programme currency in content, curriculum and relevance;
5. create networking and developmental opportunities for the benefit of the programmes, the students, external client contributors, and external networks (as appropriate);
6. promote opportunities for student project development and student career and professional development;
7. promote rigorously applied scholarship and research which may be focussed on practical research projects and/or on the achievement of masters or PhD qualifications.

The Policy and Strategy Framework

This comprises six sections:

1. *Introduction* – sets out areas of core scholarship and research interest and recognises the need for research and scholarship to meet the dual requirement of demonstrating academic rigour and being of practical and applied relevance.
2. *Research and Scholarship Policy into Strategy* – outlines the four areas of research activity that support the generation of intellectual capital and learning and teaching excellence.
3. *External Benchmarking* – considers how the development of the research strategy has been informed by broader debates on the nature of research in the academic and professional worlds.
4. *The Future Implementation of the Research Policy and Strategy* – describes the principal areas of focus for implementation.
5. *Research and Scholarship Focus* – defines the core characteristics of current research options.
   Summary.

Introduction

Scholarship and research policy and their strategic development are firmly related to the overarching educational ethos of the School.

The role of scholarship and research policy and strategy is concerned with; -

- Scholarship and research which underpins teaching;

- the exploration of research development opportunities in project work for students and in external networking opportunities with appropriate professional bodies, regional bodies, and governmental agencies;
- the appropriate establishment of DBA/PhD and MPhil Programmes, (subject to university research frameworks);
- the development of applied and practical Undergraduate and Post graduate project work which is undertaken by students.

These activities are seen as contributing to: -

- the dissemination and enhancement of intellectual capital across the academic programme portfolio and within the curriculum and programme content;
- building into all academic Programmes a currency and relevancy which is required in today's fast changing professional and career environment;
- the building of Programme brand awareness in the highly competitive education market and the creation of new business opportunities;
- the consistent development of best practice in learning and teaching and the assurance of high standards of teaching quality.

Established Experience, Competency, and Creative Development

The way in which teaching faculty are able to interpret and apply in their teaching: problem identification/problem solving approaches in learning; practical application and practice focussed learning; applied critical thinking to real world situations, is central to the scholarship and research policy.

This approach supports the career and professional development of the School's students and enables them to contribute effectively to the performance of those organisations which employ them or who will employ them in the future.

The approach centres on understanding, reflecting on and explaining ideas and concepts which enable students to be more effective in their career, to understand the professional contexts in which they work, and to have a professional standard of performance which is immediately recognisable to employers.

School teaching strength is founded on the ability to create added value for students through teaching approaches. Added value for an employer is gained by effectively incorporating practice based and focussed thinking alongside rigorous academic curriculum requirements.

Scholarship and Research Policy

The established experience of the School is based on firm teaching-led foundations. Opportunities exist within this experience to contribute to the collective knowledge and to enhance the strategic advantage of the School. There are also important options which support the School in reinforcing competitive strengths, enhancing credibility among academic peers, and

enable School to focus on areas of good and best practice in association with university partners.

The consideration of strengths and existing models for the definition of research provides a framework for understanding different approaches to generating intellectual capital, scholarship and research activity.

The purpose of the scholarship and research framework is to provide a clear explanation of the type of research and scholarship-led activities which the LSC wishes to recognise, encourage, support, develop and reward.

In broad terms, there are four levels of research that contribute to the generation of intellectual capital and teaching excellence.

- Keeping in touch with developments in one's subject area;
- Developing new teaching and learning materials-and teaching content;
- Undertaking applied scholarship and research which relates to practical issues and which is useful to the School and students, and may contribute to networking development or to the gaining of additional qualifications;
- Academic 'knowledge based' or 'empirical' research published in reviewed journals or presented at peer reviewed conferences.

External Benchmarking

Scholarship and research policies fall within four categories of activity:

1. Academic research and scholarship – which has been defined as "the production and organisation of new knowledge, the development of new theory and the design of new methodologies within a particular discipline"

2. Practice-related research and scholarship – creation of new knowledge contributing to new practices. This is usually underpinned by methodologies based on in-depth and close observation of complex business situations, often by means of case studies, surveys or the rationalisation of significant accumulated managerial or consulting experience.

3. Pedagogic Development and Innovation – Involves the provision of innovative pedagogical methodologies, educational tools and learning materials in support of more effective learning.

4. Facilitating Dissemination and Communication – by identifying and promoting opportunities at academic and practitioner conferences and in-house seminar-workshops; and providing help and advice for dissemination, publishing and other similar activity.

The Implementation of the Scholarship and Research Policy and Strategy

There are three areas of focus for strategic development of the policy: -

1. *Identifying Funding Opportunities* – the process of securing external funding would contribute to the programme of research and scholarship. This includes identifying live major projects which relate

directly to external business sponsorship and commercial and industrial liaison.

2.   *Building Partnerships* – in order to learn from colleagues in the academic and commercial communities. Collaborating University/DAB partnership strategies enable faculty to liaise directly with University/DAB staff to develop collaborative research and scholarship projects with peers in the UK HE sector and with potential project development business partners.

3.   *Supporting Teaching Faculty* – by organising internal seminars to foster research and scholarship activity; identifying training and development opportunities to enhance research and scholarship skills; and utilising experienced faculty as mentors to work alongside less experienced teaching faculty.

This activity is supported and promoted within the Academic Board and committee structures, in the networking activities of staff, and within the Staff Development policy and its implementation.

The focus of research and scholarship activities will reflect the interests and concerns of key audiences and stakeholders including:

- Shareholders in the LSC;
- Current and future students;
- Faculty who design and deliver teaching and learning;
- Future employers and networking partners/business sponsors/student sponsors;
- Colleagues and employers in the professional community;
- University and degree-awarding body collaborating partners

A key aspect of the research policy and strategy requires there to be explicitness and focus on the type of research and scholarship activity undertaken by teaching and support faculty and its contribution to the LSC.

There will be a regular review of research and scholarship activity undertaken by teaching faculty and this will be matched to the requirements of the staff development policy and strategy.

Summary

The clear purpose of research and scholarship policy and strategy is to create intellectual capital and promote teaching excellence by supporting activities that meet the dual hurdle of academic rigour and practical relevance.

Beyond the specific activities outlined above, the   implementation of the research policy and strategy is integrated across the organisation in a number of ways:

- The LSC encourages applications from faculty to undertake PhD Programmes and carry out research and scholarship activity as part of the faculty development process.
- The measurement and recognition of scholarship/research activity is an element within the faculty annual review process.

- Scholarship/research output is reported internally and is identified within the annual review cycle.
- Developments in scholarship/research and good practice in teaching/assessment are reported through a range of communication channels including at the Programme Committee Meetings.
- Scholarship/research and associated development activities are reported to and discussed by the Academic Board.
- The Research Degrees Committee (which reports to the Academic Board) identifies ways of promoting and encouraging high quality research activity across the School. This includes an annual review of the scholarship and research activities and associated strategy.

2.8   Staff Development Policy and Strategy

Staff Development Policy

The policy is summarised as follows:

"*The LSC positively encourages its entire staff to seek out learning opportunities that will enable them to be proficient in their job and to facilitate their personal and professional growth. A key objective is to develop staff and thus contribute to the attainment of corporate objectives and support the individual development of the member of staff. Appropriate development encouragement is given to all staff, irrespective of grade, hours of work, length of service, gender, ability or age".*

Strategic Overview

- Teaching staff are required to have experience in teaching and assessing at the academic level at which they are employed to teach. This experience may be gained from their prior employment within institutions or organisations where programmes are delivered, within colleges, universities or similar institutions; or from their membership of professional bodies and/or from teaching or coaching or similar experience gained in their professional backgrounds. Teaching staff may also be required to meet the academic levels of qualification required by Partner Universities prior to teaching on university fully validated programmes.

- Administrative and support staff are required to have experience, or to be capable of developing relevant experience in appropriate administration or support areas.

The general staff development policy and strategy is adopted within the constraints of available resources. Policy and the Strategy may be benchmarked against appropriate good practices which have been successfully used at other institutions or organisations delivering education programmes, including professional organisations as appropriate.

Staff Development Aims

The staff development policy and strategy are broadly aimed at: -

- Facilitating and supporting the first-class standard of the *Learning Environment* and the teaching and delivery of the academic Programmes;
- Providing a coherent framework for the development of teaching faculty and support staff;
- Ensuring that methods of responding to student learning, teaching requirements and educational development are consistently based on best/good practice;
- Supporting teaching and maintaining the currency of approaches towards Learning and Teaching and in programme delivery;
- Supporting best/good practice approaches to the development of academic programme content and its relevance to local and regional needs;
- Encouraging and ensuring best pedagogic practice and philosophy;
- Supporting the development of scholarship approaches which are pertinent to the vision of the LSC and the aims and objectives of its academic Programmes.

Contexts of Staff Development

Staff development is seen as an important aspect in the promotion of quality and enhancement of the student experience in academic Programmes.
When new faculty teaching staff are appointed and/or new Modules are introduced induction sessions are provided. Identification of the need for such development may be confirmed on a case-by-case basis.

Staff development involves regular communication between managers and staff and between the teaching and administrative staff which includes development which ensures the effective operational management of communications links. Staff development sessions and workshops ensure that staff are kept up to date with current issues and developments. These events are held in an annually planned Programme of Staff Development and are all conducted by qualified and appropriate staff including collaborating University/DAB staff where appropriate.

Teaching Staff

The LSC recognises the importance of academic staff ensuring that the material they teach is both relevant and current. This is achieved in a number of ways including ongoing good/best practice curriculum and course development review and/or revalidation/approval in agreement with collaborating Universities/DABs.

Development in teaching is supported and facilitated through peer observation, observation and comment by the Programme Leaders and Student Feedback Questionnaires, and reports to Course/Programme Review Meetings.

Staff are encouraged to engage with an identified Programme of continuing professional development which may include; -

- o Developing professional abilities;
- o Gaining additional professional, career related or academic qualifications;
- o Enhancing and reflecting on their skills and competencies;
- o Enhancing their specific and/or transferable skills base.

The LSC believes that the student experience benefits from the ongoing scholarly activities of both full-time and part-time members of staff.

Academic staff attend development sessions to ensure that the academic standards achieved in Programmes are met and that these are matched to quality assurance requirements and academic level descriptors, and that they are equivalent to comparable Programmes wherever they are delivered.

Teaching Staff Engagement with Staff Development

General principles related to teaching faculty staff are based on the following: -

- All faculty teaching staff are expected to be engaged in some form of staff development activity. This may be identified by Programme Leaders or the individual member of academic staff. This may include an identified selection of activity based on the menu of staff development activities: -
  o Continuing Professional Development (CPD);
  o Scholarship or research or reflecting on practice;
  o enhancement of qualifications;
  o development and innovation of teaching and delivery methods or curriculum content;
  o pedagogic development;
  o scholarly activity appropriate to their own personal stage of development;
  o participation in the internal staff development programme provided for all staff;
  o citizenship activity.

Non-Teaching Staff Engagement

General principles related to administrative and support staff are based on the following: -

- All administrative staff are expected to be engaged in some form of staff development activity. This may be provided "in-house" or may be identified and confirmed at annual performance review. This may include an identified selection of activity based on the following menu of staff development activities: -

  1. CPD activity;
  2. enhancement of administrative or support skills;
  3. enhancement of professional or academic qualifications;
  4. innovation in support areas or appropriate aspects of their role and responsibilities;
  5. scholarly support activities;
  6. other self-directed development activity appropriate to their own personal stage of development;
  7. participation in the internal staff development programme provided for all staff.

Compliance

The LSC is aware of the need to ensure that staff are appraised of legislation on such issues as UKVI Regulatory requirements; equality and diversity; health and safety; first aid; fire regulations; and freedom of information/data protection;

and all staff are required to be fully cognisant with the School's policies and their implications.

Communication

On a day-to-day basis, all administrative and teaching staff are kept informed of current issues and matters arising by regular meetings and one-to-one sessions. These are supported by a regular schedule of Executive Management Team, Senior Management Team, full staff meetings (every quarter), Academic Management meetings (Academic Board, RDC), Programme Management Committee meetings, Progression meetings, Student Staff Liaison meetings, Programme Leaders meetings, and extensive use of electronic communications.

Recruitment and Induction of Faculty Members

Faculty teaching members are recruited in compliance with defined selection criteria.

Appointment to teaching posts typically involves consideration of: -

- o a required and relevant level of qualification in a specified and appropriate discipline which is related to the teaching to be undertaken by the member of staff;

- o relevant and significant professional experience;

- o teaching/ training development experience;

- o the ability to contribute to the LSC's intellectual capital development.

Preference is given to applicants with: -

- o a postgraduate level academic qualification;

- o a continuing professional development and/or scholarship record;

- o appropriate teaching experience;

- o Appropriate academic and/ or professional experience.

During the recruitment process, applicants for faculty teaching positions are evaluated for their current and potential ability in teaching and learning. If there are specific development needs for a new faculty member these may be identified at this stage.

An induction about the LSC facilities and policies, including health and safety and equal opportunities, is provided to all new members of staff. All new members of the teaching faculty receive professional advice and feedback on their progress during their early months of employment from Programme Leaders.

Staff and Faculty Development

The LSC is committed to the development of teaching faculty and all staff, and provides encouragement and support for this.

The staff development policy is summarised as follows:

Encouragement is given for internal training and development including: -

- the enhancement of qualifications held by an individual

- fellowship of the Higher Education Academy;

- attendance at academic Programmes;

- courses for membership of professional bodies;

- external professional development courses and qualifications;

- internally organised training;

- other job-related training and internal staff development workshops.

Encouragement is also given for:

- participation in internal conference attendance;

- delivery of conference papers and speaking at conferences

- attendance at discipline group, scholarship, teaching and learning networks or similar professional events;

- Other training and development that benefits both the School and the individual member of staff.

Additional formal encouragement for faculty academic development related to developmental projects and individual initiatives is provided.

The LSC Academic Board reviews staff development activity on a regular basis; identifies continuous improvement themes; prioritises each theme; identifies proposals for the development of themes; places these in the context of the LSC's academic and professional objectives, and confirms which themes will provide the focus for a series of staff development workshops in the current and/or following academic cycle.

Internal staff development also provides more formal opportunities for teaching and support staff to increase their levels of qualification and enhance their career development.

Performance Review

Performance is reviewed regularly against criteria.

The criteria for evaluation of performance may include:

- *teaching delivery* **–** for example; innovations in delivery of teaching and other teaching-related activities such as coaching, programme design; diagnosis of student development needs;

- *service level delivery* **–** for example; delivery of effective administrative support, student support, enhancement of administrative systems;

- *academic and associated business development* - including for example; contributions to the development of new teaching materials; innovations in teaching or learning support items; new approaches to workshop/new technology usage; new programme development; identification of local-regional student research projects; development of client relationships;

- *intellectual capital development* **–** including for example; development of project requirements suitable for student research/taught projects;

- *citizenship* – including for example, membership of the Academic Board and its sub-committees or for similar equivalent external activities;

- *personal development* **–** including, for example, enhancement of personal professional or academic qualifications including the gaining of professional body status.

Peer Observation of Teaching

Peer observation of teaching may be used to enhance the quality of teaching and learning as well as to share good practice.

The teaching of each faculty member may be peer observed. This is undertaken on an individual, developmental basis with feedback from the peer observer to the member of teaching faculty observed. Peer observation is designed to enhance the quality of teaching and learning as well as to share good practice. The systematic collection of student and participant feedback is a further complementary process. Within its terms of reference, the LSC Academic Board consider how Peer Review of Teaching, which involves classroom observation, is incorporated into faculty support and quality enhancement approaches.

Faculty Curriculum Vitae

Teaching faculty are required to maintain an up-to-date curriculum vitae using the LSC standard template.

Policy and Strategy Review

Staff development activity and outcomes are reviewed by the Academic Board. Following review themes and identified targets for enhancement actions are identified and a calendar of activity for the following cycle is identified and confirmed.

Individual Review of Staff Development Activity

The LSC operates a process of individual staff development review which incorporates two areas of focus for: -

- the annual identification of individual key performance activity;

- the confirmation of individual key performance indicator (KPI) activity in two specific staff development areas which are related to the mission of the School namely: -

1. The Learning and Teaching Mission and Focus of the School

This includes staff development and updating activity which is associated with the delivery of the School and their mission as teaching institutions.

This includes identification of and meeting the individual goals and targets for: -

- Teaching, Learning, Assessment, and programme/module delivery within required time scales and to satisfactory levels of achievement;
- reaching satisfactory levels of student progression and academic standards in module assessments benchmarked against assessment criteria, module learning outcomes, external examiners reports, examinations board statistics;
- maintaining of curriculum and syllabus currency within modules and/or at programme level;
- teaching and learning and approaches towards assessment activities have been maintained and enhancement activity has occurred in an identifiable aspect of teaching, learning and/or assessment and/or delivery within the Programme and/or the Modules for which the member of staff is responsible at the LSC or, where appropriate and as demonstrated at other institutions or professional bodies with which the member of staff is associated and has been specifically responsible for the development.

2. The Individual Development of the Member of Staff

In addition to the KPI targets for learning, teaching, assessment and associated activity academic members of staff are being requested to confirm which three (minimum) KPI's have been met in the previous annual period of activity, and which are to be identified for activity in the next annual period.

The annual report template and process for the review of staff development activity is intended to be used in three ways: -

o To provide a report on activity completed during the past annual period for the individual and within a corporate framework of reference;

o To provide a basis for discussion with individual members of staff at the time of their Peer Teaching Observation; or at the time of their Induction; or at the time of an Annual Performance Review; or at the time of any by-exception performance review: -

for ***setting/confirming*** individual –

1. Learning, Teaching and associated KPI's; and

2. Individual Staff Development KPI's for the coming period.

The following template is used to support the policy and aims outlined above.

London School of Commerce Key Performance Indicators for individual teaching and staff development activities for 2020/2021
[The following are headings for guidance – where similar activity to the description has taken place please insert details. *If there is not an appropriate category place details in Other Activity. The table boxes will expand for additional entry text.*
Individual members of teaching staff are required to confirm their contribution to the Key Performance Indicator areas which form the basis of the Annual Audit of staff development performance. **Enter key performance activity details and confirmation of levels of performance achieved in 2020/2021**

Teaching Staff Name: -		Evidence reference to the meeting of Key Performance Indicator – Include details of how the indicator has been met and completed Use bullet points for convenience of completion
Key Performance Indicators 1 and 2 are required to be met and reference should be made to how this has been demonstrated and completed.		
1.All Teaching, Learning, Assessment and Programme/Module delivery requirements have been satisfactorily completed within required time scales	e.g., confirmation at Examinations and Assessment Boards	
2.Acceptable and satisfactory levels of student progression and academic standards have been achieved through the teaching of the member of staff	e.g., confirmation at Examinations and assessment Boards; commentary by External Examiners	
3. Curriculum/Syllabus currency and content has been maintained. Teaching innovation and/or development has been undertaken) **(including at the LSC or other institution)**	e.g., Student Portal development - interactive game/research methods support pack/Major Project support pack/teaching in other institutions	
Members of staff are required to confirm a minimum of three Key Performance Indicators which have been undertaken and/or completed in the audit period from those areas comprising 4 – 13 below: Reference should be made as to how this has been demonstrated/completed/undertaken.		
4.Conference attendance/ organisation/ arrangement/participation/ contributions	e.g., professional conferences/ internal LSC conferences	
5.External (to the LSC) workshops attended – and Internal LSC workshops attended	e.g., QAA preparation workshops/ Collaborating University/DAB workshops	
6.Educational development participation outside/inside the LSC **(e.g., validations/ university liaison)**	e.g., membership of other University validation panels; review boards; external examining	
7.Publications development, Editing or Similar activity **NB.** **_completed or in progress_**	e.g., chapter contributions; work in progress;	

8.Membership of Professional Bodies; subject and interest groups	e.g., Chartered Institute of Marketing/ Institute of Directors; ACCA; etc	
9.Scholarship	e.g., participation in the LSC Research Seminars; supervision of research students; personal academic development:	
10.Updating of qualifications	e.g., studying for MBA/PhD –additional qualifications: completion of CPD activity	
11.Consultancy, Advisory positions, and similar activity	e.g., work for QAA; work undertaken for external bodies/professional associations/companies (the name of the company may remain confidential but state area);	
12.Other significant activity (citizenship)	e.g., membership school governors/ church activities/ charitable activities	
13.Other activity contributing to your development as a teacher/professional	e.g., working with other teachers in differing contexts/locations/etc	

2.9 Faculty Teaching and Support Teams

Academic leadership across the School is provided by the Senior Programme Leader and the team of academic Programme Leaders, supported by the Head of Quality, Registrar and Executive Management Team.

All teaching members of staff are required to utilise their professional and academic experience in their teaching delivery. This ensures that curriculum content incorporates an enriched mixture of theoretical, applied and experiential teaching references which are relevant to the content of the Module, the requirements of the Module specification, and the "real world" contexts of Module content.

Programme Teams

There is a regular structure for the support and delivery of each LSC programme. Programme Teams are made up of the Senior Programme Leader, Programme Leaders, Module Leaders and Programme administrative support staff. Cross-programme support is provided by centralised Library and IT support facilities with a dedicated Librarian and IT support staff.

Programme Teams are supported by the Senior Programme Leader, Head of Quality, the Academic Registrar, the Director of Operations and the Directors of Marketing and the LSC International Office staff.

Programme Teams meet regularly and there are scheduled Programme Management Committee meetings (PMC) which are required to take place at least once each semester (a minimum of at least three each year). Programme

progression-interim/Examinations Boards meet on a scheduled timetable. All teaching staff on a Programme are members of the Programme Management Committee and the Progression-interim/Examinations Board.

Programme Leadership

Programmes are overseen by Programme Leaders. The Programme Leaders have quality assurance and academic standards responsibility for their Programme areas and for all Modules within their Programme. Programme Leaders meet frequently to consider matters of common concern and the sharing of good practice.

This ensures that communication within the team of Programme Leaders is frequent and that any operational matters, or quality assurance or academic standards matters, may be identified and responded to where required.

All Programme Leaders are a part of the extended Senior Management Team which is comprised of the Executive Management Team, including the Provost and Global Academic Director, Programme Leaders, Senior Programme Leader, Head of Quality, Academic Registrar. Additional members of staff, and/or external advisors, are invited to attend meetings of the Senior Management Team to provide internal advice or external consultancy advice and comment.

The Senior Management Team meets regularly with the members of the Executive Management Team. Programme Leaders attend and are fully represented at the Academic Board, and the Student Staff Liaison Committee meetings. Programme Leaders are required to participate in all management functions at the LSC.

Programme Leaders work closely with the Director of Operations, the Director of Marketing, Head of Quality, Registrar, and the Senior Programme Leader, Librarian, Examinations Office staff, Student Services staff; Marketing staff; Programme Administrators, and other staff to ensure that their Programme is effectively and efficiently managed and all quality assurance, Programme, and student requirements are met.

Module Leadership

Module Leaders are appointed for Modules within Programmes. These arrangements ensure that operational matters, as well as quality and standards matters, are addressed at both a Programme and Module level.
Module Leaders are members of the Programme Team responsible for the delivery of the Programme. They are responsible to the Programme Leader for the effective delivery of their Module and they participate in all management matters related to the delivery of the Module.

Module Leaders attend Programme Boards and progression-interim/examinations boards and programme team meetings. Module Leaders are responsible for the quality and delivery of their Module; for ensuring that Module content is appropriate to the academic Level requirements for the Module; that all assessment processes and procedures are carried out according to regulatory requirements: all other matters directly related to the delivery of their Module(s)

Faculty Teaching Staff

In addition to full-time staff, faculty teams may be supplemented by full time teaching equivalent faculty (FTTE); proportional/fractional FTE teaching staff; contract staff that have a particular teaching specialism; teaching staff who provide specific support for the development of the research, taught masters or undergraduate level teaching; contract and proportional FTE teaching staff that are drawn from UK based lecturers and from an international pool.

Fractional staff are selected because of their specific areas of expertise and experience and may be recruited from the UK or from international sources. All members of teaching staff are required to maintain their personal *Continuing Professional Development* and scholarship activity.

2.10 International Recruitment

The LSC recruits its students from over 120 different countries. This is part of a deliberate aim to create a truly multinational student body, rather than one which is dominated by one, or a small number of, nationalities.

To facilitate this, the LSC directly employs its own marketing staff in nearly 40 countries. Many of these are alumni. They are required to be fluent in their native language and in English. They are responsible for the initial screening and interviewing of potential applicants. This includes detailed checking of prior qualifications, checking of APL/APCL/APEL/RPL Accreditation claims; benchmarking applications against both University/DAB Regulations requirements; checking applicants' ability to meet UKVI Regulations criteria, entry and applications requirements, and financial commitment requirements, prior to formally receiving any offer of a place on a Programme.

All final decisions on offers of places on Programmes are made in London. These are based on the prospective student's application form, the outcomes of checks by the LSC marketing officers (which are supplemented by any necessary checks carried out by London based administrative support staff) and following interviews conducted by London based academic staff.

Interviews are designed to confirm the applicant's suitability for entry to the programme to which they are seeking admission. Interviews include an evaluation of the applicant's academic abilities and their professional experience and are designed to ensure that the candidate has the necessary ability and background to cope with the academic demands of the Programme. Interviews may be conducted face to face, or via video link, or teleconference.

The School has an identified process for the consideration of applications and their approval and progress to admission, entry and registration for a Programme. This is encapsulated in an LSC flow chart identifying each stage in the process.

For entry to fully validated University Programmes the collaborating University/DAB retains the right to take the final decision on the entry of a candidate to a Programme.

All quality assurance matters related to recruitment, admissions, enrolment are benchmarked against the requirements of the collaborating University/DAB and the respective Chapters of the UK Quality Code for Higher Education.

2.11 Equal Opportunities and Diversity

Integral to the development and future strategy of the School is the commitment to equal opportunities in all aspects of the work of the School.

In achieving this aim, the School seek to ensure through formal policies and procedures, and in its operating practices, that no present or future student or Programme participant or employee will receive less favourable treatment than any other on the grounds of any condition or status not directly affecting their study or work.
In support of these objectives, the LSC aims to provide an enabling and supportive working and learning environment, which encourages all students, participants and employees to fully participate in all its educational opportunities and activities.

3 Governance and Business Management

3.1 The Council

The Council has responsibility for advising the Chief Executive on:

- Strategic direction and development;

- Planning priorities and contexts;

- The evaluation of risk, and ensuring that measures are in place to mitigate risk;

- Annual strategy development;

- The structure and content of the academic portfolio;

- The organisation's discharging of its academic and legal obligations.

Council receives and comments on minutes from the Academic Board, and may from time to time refer particular matters to the Academic Board or to the Executive Management Team for further discussion, action and report.

The membership of the Council includes individuals with broad senior-level experience in the fields of Finance; Higher Education; Politics; and the Public Sector. The Chief Executive; the Director of Operations; and the Marketing Director are ex-officio members of the Council. The Head of Quality is a member and the Academic Registrar is Clerk to the Council.

3.2 Chief Executive Officer's Powers and Responsibilities

The Chief Executive Officer is responsible to the shareholders of St. Piran's School (GB) Ltd.

The Chief Executive, advised by the Council, carries ultimate responsibility for all of the School operations and management. He is advised by an Executive/Senior Management Team which meets normally on a weekly basis. An extended Management Team includes those senior staff responsible for

marketing, finance, student services, registry services, IT department and the Library.

3.3   Executive Management Team

The Executive Management Team, led by the Chief Executive, develops the corporate strategy (in dialogue where required with the Council); identifies specific corporate targets; has responsibility for financial planning and budget allocations; sets financial and associated targets and their achievement. Members of the Executive Management Team are *ex officio* members of the Council, thereby consolidating the interface between the Council and the Executive Management of the School.

3.4   Extended Senior Management Team

The Senior Management Team includes the members of the Executive Management Team, senior academic members of staff, the Academic Registrar, the Head of Quality, the Director of International activities and other senior staff as required.

Regular liaison and communications meetings take place (normally on a weekly, bi-weekly or monthly basis) to ensure consistency of understanding on all matters related to the development of academic policy, ongoing operational matters, external environmental matters, as required.

The consistency of approach taken towards regular discussion and communications meetings provides a high quality and high level of understanding within the senior management team of emerging operational requirements, external developments, and any other matters which require being considered or actioned as they arise.

The quality of feedback and communications loops within senior management discussion is short, assured, collegially owned and understood within this regular process. The inclusive dialogue which is deliberately cultivated by this approach towards quality management supports the high level and quality of focus able to be brought into play within the Management Team.

3.5   The LSC Academic Board

The LSC Academic Board works at the internal strategic development level within the School and its delegated powers and formal terms of reference cover the academic portfolio, academic development and culture, including:

- Learning, teaching and assessment;

- Internal oversight of the academic programme portfolio;

- Scholarship, continuing professional development, and associated research activities;

- Strategic monitoring of the learning environment and learning support services;

- Internal LSC responsibilities for quality assurance, quality enhancement and academic standards, including:

  o Validation/approval/reapproval, annual and periodic monitoring of and reporting on programmes and the provision;

  o Assessment and related academic matters;

- Student matters, the learning experience, academic appeals and complaints;

- Scholarship and associated staff development activity.

3.6 Powers Delegated to the Academic Board

The Academic Board has a delegated academic responsibility and authority from the Council and is charged with the effective and efficient development and operational implementation of the academic strategies agreed by the Council. The Academic Board is also required to operate within the overarching strategic plans set by the Executive Management Team.

The Academic Board reports to the Council and is generally responsible for: -

- Approving the content of the LSC *Academic and Quality Framework* and all related LSC documentation.

- Approving the academic strategies and policies contained in the LSC *Quality Framework* as well as any major changes in its structure and content.

The Academic Board is the primary academic authority of the LSC and responsible for the development of academic activities. The Academic Board includes a mix of academic and administrative staff as well as student representative(s) and/or co-opted members and normally meets 2-3 times within each calendar cycle.

3.7 Other Business Management Teams

There are a number of additional Business Management Teams which contribute to the effective business and administrative management and delivery of the portfolio of activities.

Marketing Team

The team is led by the Director of Marketing. The Team meet on a regular basis and operate throughout the calendar year. Weekly/bi-weekly/monthly management, operational and monitoring meetings ensure the smooth running of all marketing, promotion and publicity activities and procedures as well as the careful and detailed handling of all applications to Programmes.

Effective liaison between the Marketing Team and academic staff takes place particularly with reference to the confirmation of places offered to applicants to programmes. Final decisions on admissions are taken by academic staff who

receive applications after extensive vetting and checking procedures have been completed by marketing staff. Their decisions are subject to final approval by the respective university collaborating partner. (Subject where required to agreements with respective Partner Universities)

The receipt of a formal application to study leads to a significant level of contact between the applicant and marketing and academic staff prior to the offer of a place to study on a Programme.

Marketing Team staff receive regular training in the handling of applications, the requirements of the UKVI, academic admissions criteria and general administration requirements.

Significant investment is made in the marketing activities to ensure that the aspirations and capability of each applicant is suitably matched to the Programme to which they are applying and to which they are admitted.

Information related to the Programme is made freely available to applicants through the use of web-based advertising and Programme information; through targeted advertising and promotional activities; through the accuracy of information provided to applicants by the marketing employee in the country from which the applicant is making their application; through brochure material and other means.

Each member of the Marketing Team deals with applicants from their own country of origin and/or areas for which they have language fluency, ensuring that quality checks are able to be thoroughly completed on all applicants.

Applicants must demonstrate the required level of proficiency in the use of the English language before they are admitted to the Programme and all final offers of a place to study are subject to the admissions criteria identified in each Programme validation document.

Student Services

Student services are coordinated by a nominated Manager of Student Services and provides overall support for students prior to and at the point of entry to the School. The offer of a place is matched to discussion with the successful applicant on accommodation arrangements; financial planning arrangements related to the successful undertaking and completion of the Programme; social contacts and welfare arrangements including guidance on medical registration travel to study guidance, and other social activities. Student services staff are fully involved in student induction

Additional Staff Team Meetings

A number of other staff groups meet and deal with operational matters on a regular basis.

There are regular meetings of the marketing and operational lead staff teams conducted by the Director of Marketing or the Director of Operations. These team meetings cover as appropriate: - administration; business calendar; CAS; assessments and examinations; database and IT; hospitality; academic and teaching; reception/registry/front of house; social and events; general student matters; student welfare; teaching timetables; and travel matters.

The CEO and Senior Management Team hold monthly meetings with all staff present to maintain up to date communication on matters of overall strategic interest to the School.

3.8 Staff Communication

In addition to the above mechanisms there is extensive use of informal communications through electronic means which may lead to meetings being arranged which focus on specific matters requiring discussion.

3.9 Financial Planning, Budgets and Risk Management

Financial plans, income targets, margins, and overall expenditure and budgetary allocations are identified as a part of the annual planning cycle and are regularly monitored and reviewed throughout each annual period. The review of financial performance against target is undertaken on a monthly, quarterly and/or by exception basis if required.

There is a central budgetary operating, control and review system and allocations are identified for the activities of the School where appropriate.
There is central provision for the allocation of teaching support and teaching and delivery budgets, and for learning support facilities.
Financial plans are monitored against income sources and expenditure on a weekly, monthly, quarterly and annual basis and are related to the income cycles of the School.

Detailed oversight of the financial cycle, within each annual and wider planning framework takes place on a rigorous basis and is adjusted and fine-tuned where required. Sensitivity analysis and scenario planning considerations are taken fully into account in the monitoring of financial matters and budgets are regularly analysed to ensure that value for money and effectiveness and efficiency is being maintained.

Good practices guidelines and compliance requirements are adhered to as these are identified and required in the appropriate articles of incorporation; in good fiscal governance practices; in professional required practice, and are benchmarked against private sector good practice and parallel public sector models where appropriate. The financial reporting requirements are subject to statutory requirements. An evaluation of financial and contextual risks is undertaken regularly and forms part of the executive management oversight of strategic development. Risk evaluation informs decision making.

4 Academic Management

The Academic Board and its Sub-committees

The Academic Board has overall strategic oversight and responsibility for the LSC quality assurance; academic standards; learning, teaching and assessment (subject to collaborating University/DAB Regulations, operations and implementation requirements as appropriate for particular Programmes); Continuing Professional Development; enhancement development; and associated scholarship and research activities within the School.

The Board has the authority for reporting on a regular basis on the annual and periodic monitoring of programmes and the provision to collaborating University and DAB institutions. The Academic Board provides reports to the LSC Council. The Academic Board discusses and formally approves reports required by collaborating Universities or DAB's as a part of their governance, quality assurance and academic standards procedures and requirements. This reporting procedure includes the receipt and approval of annual monitoring reports; periodic review reports; institutional periodic and annual audit reports to universities and DAB's, and REO, EO and HER reports (and/or the successors to this reporting procedure), to QAA together with any similarly required reporting requirements

Responsibility for the detailed and operational development of specific aspects of quality assurance; academic standards; enhancement; and learning, teaching and assessment, resides with the Board or with sub-committees or groups which the Board identifies for these purposes. The Academic Board both directly or by virtue of its powers, establishes such committees or standing panels as it considers necessary to enable it to carry out its responsibilities and together with these sub-committees and panels fulfils the responsibilities indicated below:

Overall responsibility for internal quality assurance and academic standards, and learning teaching and assessment, across all academic programmes delivered by LSC lies with the Academic Board.

These areas of responsibility are subject, where appropriate, to the Academic Regulations of collaborating Universities and DAB's and the specific areas which are delegated to the LSC by collaborative institutions, and include: -

   1 Quality Assurance: responsibility for the internal LSC oversight of quality assurance, and devising and implementing appropriate procedures and processes for monitoring their effective and consistent implementation, including:

   - Submissions to and internal management of all documentation and internal arrangements for collaborating University/DAB's validation/approval of their academic Programmes and subsequent delivery at the LSC;
   - Periodic review of academic Programmes; campus delivery; and the LSC portfolio provision (as appropriate/required by a respective University);
   - Annual review of academic Programmes; campus delivery; and the LSC portfolio provision (as appropriate/required by a respective University);

   - Academic Regulations – LSC Regulations and those of collaborating bodies (as appropriate and agreed with the respective University);
   - Academic complaints (Through the procedures agreed with the respective University);
   - Academic Appeals. (Within the required regulations frameworks and management agreements of and with the respective University/DAB);
   - Undertaking all required collaborating University/DAB quality assurance and academic standards procedures and requirements and meeting all Academic Regulations requirements which are specified by the collaborating body.

2 *Academic Standards:* responsibility for: -

- Assessment and examinations-internal operation and management; the undertaking of marking and the effective conduct of the management of assessments.

3 *Enhancement and Development:* responsibility for the devising and ongoing development of enhancement strategies and continuous improvement and development initiatives, including:

- Enhancement development across all aspects of the academic portfolio and School provision;
- Staff development, Continuing Professional Personal Development (CPPD), Scholarship Development; associated research focussed categories of development.

4 *Learning, Teaching and Assessment:* responsibility for the

- Learning, Teaching and Assessment Strategy;
- Enhancement of Learning, Teaching and Assessment activities;
- Review and Monitoring of Learning, Teaching and Assessment;
- Stakeholder Feedback;
- Oversight of faculty development related to teaching activity, of peer review of teaching and other aspects of the monitoring of teaching quality including student and stakeholder feedback mechanisms;
- Organisation of internal events and communication on learning, teaching and assessment;
- Contributions to engagement with external learning and teaching activities.

Research Degrees Committee

The Research Degrees Committee (RDC) is a subcommittee of the Academic Board. It has the responsibility for the development and support of the Research Policy and Strategy and the encouragement of associated activity.

Membership is drawn from academic teaching staff who have an interest in the development of scholarship and research degrees and it is chaired by the Research Degrees Programme Leader. The Committee also reports directly to the University of Bedfordshire and the University of Suffolk and to other Partner Universities on the conduct of research degrees.

Programme Management

Programmes are managed by the Programme Management Team led by the Programme Leader. There are regular Programme Committee Meetings which are responsible for the effective management of the Programme. These are chaired by the senior Programme Leader or named Programme Leader. There are required to be a minimum of at least one Programme Committee convened each semester. Programmes are supported by Programme Administrators and all academic staff who teach on the Programme are entitled to attend the programme committee.

The Senior Programme Leader

The Senior Programme Leader has responsibility for the effective and efficient academic management, delivery, and oversight of the Programmes within the LSC portfolio and works closely with the Programme Teams, Head of Quality and Registrar, and academic support staff to ensure that the provision meets the requirements of collaborating University/DABs, and UK academic standards and quality assurance requirements and expectations.

The Head of Quality

The Head of Quality supports teaching and administrative staff in the areas of quality assurance and academic standards, and provides oversight of these activities on behalf of the LSC Academic Board, the RDC, and the Executive Management Team. The Head of Quality normally attends each meeting of the above and provides linkage across the work of the Boards and Committees.

The Head of Quality, together with teams made up of the Registrar, Senior Programme Leader, Programme Leaders, the Head of Examinations Office and other colleagues are responsible for the development of the quality and enhancement strategy and operations within the LSC.

The Academic Registrar

The Academic Registrar supports the Head of Quality on the management of the academic quality assurance functions within the LSC, and in the management of relationships with Partner Universities.
Much of the work of the Head of Quality and the Academic Registrar is undertaken on behalf of the Academic Board and the RDC and close and effective liaison exists between the two posts. The Academic Registrar attends meetings of the senior management groups; the Academic Board; Programme Management Committees and Student Staff Liaison Committee.

The Provost and Global Academic Director

The Provost and Global Academic Director is responsible for oversight of standards and quality assurance and enhancement across all deliveries of academic Programmes. This includes the design and development of new Programmes, revisions to the curriculum, liaison with collaborative Partners and the development of new Partnerships.

The Examinations Office

The work and responsibilities of the Examinations Office are indicated elsewhere in this Quality Handbook.

In day-to-day operations, the Examinations Office provides the communications link with the collaborating University/DAB on matters of examination and assessment details and examinations arrangements for the award stages of Programmes.

The office is responsible for securely receiving signed-off and approved examinations papers; for all security related to examinations papers and similar materials; for the effective organisation and carrying out of examinations procedures; for invigilation arrangements; for all matters related to the

organisation of examination-based assessments on campus: distribution of scripts to markers; distribution of scripts to external examiners and all similar activity.

The Examinations Office coordinates pre-examinations Boards, undertakes arrangements for final Examinations Boards and Progression-interim Boards; maintains the electronic and paper-based marking sheets, archives past papers and examinations scripts. The Examinations Office staff work closely with collaborating bodies in ensuring that all University/DAB Regulations and requirements are complied with at all stages in the examinations/assessments processes.

Programme Administrative Support

There is Programme administrative support available to taught academic Programmes and supporting research degree activity. This includes the LSC PhD, MPhil and DBA students registered on Programmes with Partner Universities and will potentially support all research agreements with collaborative Partners.

Research Programme Management

Registered Research Students are supported by a research Programme Coordinator/Administrator. This includes making arrangements for the interviewing of prospective applicants, the confirmation of suitability for registration, oversight of progression through the stages of the research programme, coordination of research supervisors and liaison with Partner Universities on matters related to the research Programmes.

International Office Management

A nominated senior member of staff is responsible for all international liaisons and international development.

5 Quality Assurance and Academic Standards of Programmes

The UK Quality Code for Higher Education

To maintain academic standards, the LSC uses a number of benchmarks to ensure that its qualifications are of equivalent standard to those offered elsewhere in UK higher education. Key aspects of this are the use of the Qualifications and Credit Framework, the relevant Subject Benchmarks, and the Expectations, Practices and Advice and Guidance contained in U*K Quality Code for Higher Education* [Quality Code (qaa.ac.uk)]

The relevant references to the Qualifications and Credit Framework and to the UK Quality Code have been reflected in the *Quality Framework* documents and are fully taken into account in the design, delivery, assessment and all other quality assurance matters associated with the delivery of academic programmes. This has previously included full use of: -

- The *Framework for Higher Education Qualifications in England, Wales and Northern Ireland ("FHEQ")* – which includes 'descriptors' of the academic standards of qualifications at different levels.

  The LSC's Programme portfolio includes Programmes delivered at Levels 4, 5, 6, Undergraduate Programmes, and Level 7, taught Master's Programmes. The LSC also delivers Level 8 DBA/PhD and MPhil Programmes under the auspices of respective University Partnerships.

- *The QAA UK Quality Code*

  The LSC has benchmarked its portfolio and provision against the Expectations, Practices, Advice and Guidance of the Code

- *Subject Benchmark Statements* – which articulate the characteristics of, and requirements which should be met within, Programmes in a particular academic discipline; at a particular academic level and standard within that discipline; and within certain specific subject areas.

  Where a specific Subject Benchmark Statement does not exist, Programmes may be designed and benchmarked against relevant Statements. Programmes are therefore all designed to meet the requirements of the relevant Subject Benchmark Statements.

- *FHEQ Level Characteristics Statements*

  The LSC has included these statements – including the more recent doctoral and masters Level statements within its benchmarking frameworks.

- *Programme Specifications*, which are "a concise description of the intended learning outcomes of an HE Programme, and the means by which the outcomes are achieved and demonstrated". The LSC has used national guidelines and level descriptors, including QAA *Guidelines for preparing programme specifications,* The School has integrated the benchmarking of its activities against the expectations, practices, advice and guidance of the UK Quality Code for Higher Education.

Credit Values

- The Undergraduate and Postgraduate qualifications offered use the English system of academic credit in which 1 credit reflects 10 learning hours. The awards offered under University/DAB collaborating body regulations in the UK can be summarised as:

- BA (Hons) Business Studies
  (and cognate Programmes)   360 Level 4/5/6 Credits
- BSc (Hons)   360 Level 4/5/6 Credits
- Masters (MBA, MSc)   180 M Level Credits
- Doctorate   540 Level 8 Credits

Credits may be converted to Bologna-compliant ECTS (European Credit Transfer Scheme) credits with one UK Credit being the equivalent of 0.5 ECTS credits.

Academic standards are ensured through the use and application of the *Quality Framework* and required respective University Regulations.

This includes the systematic and transparent use of formal mechanisms established within the *Quality Framework* including: - mechanisms, processes and procedures used for programme design, validation, monitoring, and review; mechanisms for the effective and robust conduct of assessment boards: and mechanisms associated with the appointment, role, function and purpose of external examiners.

The LSC ensures academic standards through its overall quality framework detailed in the *Academic Regulations*, including:

- Programme Academic Validation and Periodic Review;
- Programme Regulations and Assessment Regulations;
- Progression / Assessment Boards;
    - External Examiners.

Programme Validation/Approval/Franchising

When validating/approving a new or updated academic Programme in liaison with a collaborating University or DAB the Programme Management Team is responsible for ensuring that Module and Programme aims and objectives; Programme and Module learning outcomes; indicative content; and assessment requirements match the UK descriptors for the level of the Programme award (Reference Chapters A, B, UK Quality Code.

Both Programme and Module level learning outcomes are matched to the respective assessment criteria for the Programme or Module. Formative and summative assessment requirements and feedback to students on their academic performance is matched to assessment criteria requirements.

All Programmes must be fully compliant with the LSC and respective University/DAB *Academic Regulations*. All University validated/approved/franchised Programmes are approved in accordance with University Regulations and requirements.

For the purposes of development of new LSC Programme proposals the LSC Academic Board is responsible for appointing a Programme Development, Design, and internal Approval subcommittee (PDDA) which has the responsibility for the development and delivery of any new Programme proposal. Proposals are required to be formally approved by the Academic Board following development but in certain circumstances (e.g., certain time constraints), the PDDA may make recommendations directly to the Council and/or the Senior Management Team for final approval prior to submission to the collaborating University or DAB.

Assessment Requirements

Programme assessment requirements are contained in *Programme Handbooks*, which are available on the Student Portal and are distributed to students at Induction. These comply with respective University Specifications. Details of specific assessment elements are provided in respective Programme Module documentation. Other updates and changes are communicated to students and made available electronically on Programme e-sharing sites where applicable.

Assessment Boards

Examinations Boards for final awards are subject to the Regulations of the collaborating University/DAB, with boards convened and chaired by the collaborating University/DAB. Progression Boards are convened by the LSC or directly by the respective collaborating University/DAB, are under the oversight of university partners and are conducted in accordance with University Regulations and management requirements and procedures.

Members of Assessment-Examinations Boards monitor the assessment performance of each respective academic Programme, determine the final marks for each student and recommend the award of degrees. A proportion of student work, or a full mark run of work submitted for assessment according to university requirements, is required to be double-marked to ensure consistent standards and for specific aspects of assessment all work will be double marked.

External Examiners are entitled to view and confirm appropriate samples of assessed work prior to the confirmation of marks and awards subject to the requirements of the respective University.

Formally convened pre-boards ensure clarity, confirm all necessary documentation is present, and generally contribute to the efficient and effective conduct of finals boards.

External Examiners

The role of the External Examiners is regarded as playing a fundamental part in the confirmation of academic standards and the achievement of threshold standards in all programmes. University Partners appoint external examiners for all awards for all university validated/approved programmes.

An agreed sample of assessed-examined work is sent for External Examiners to consider according to University requirements for University validated /approved/franchised Programmes. Any matters which the External Examiner wishes to raise are required to be drawn to the notice of the Assessment-Examination Board prior to the final agreement of an award.

When comments are raised by External Examiners in their annual reports, these are addressed by the Programme Leader and Programme Management Teams are required to take any necessary action. Programme Leaders responses to External Examiners reports are submitted to the validating University and to the External examiner. The reports and responses are monitored by the Head of Quality and received at the Academic Board to

ensure completion of any requirements or actions. External Examiner reports are also considered and discussed at Programme Team/Committees.

Award and Classification of Degrees and Qualifications

University convened and chaired Assessment-Examinations Boards are responsible for recommending students for their award and confirming that award subject to collaborating University/DAB procedures-processes. The processes and procedures followed for the recommendation and conferment of an award will be those indicated in the collaborating University/DAB Regulations. The level of the award – and/or the designated classification - will be based on the mark bands and classification criteria indicated in those Regulations.

Programme Design, Approval and Validation

Academic Programmes are required to be designed by faculty teams and to follow clear, distinct and parallel processes for both business approval and academic validation.

Programme Design and Development Teams

Programme Development, Design and internal Approval (PDDA) subcommittees are established by the LSC Academic Board for the purposes of development and delivery of new Programme proposals for internal approval prior to their submission to University collaborating partners for validation. PDDA's are essentially faculty-based design teams and may be led by the Senior Programme Leader, Programme Leader, Head of Quality or another designated member of staff where this is appropriate. Working with the Programme Team to develop new Programme proposals, the designated staff member is responsible for the progress of new proposals through the stages of validation procedures. Programme Teams are required to carry out a similar role when Programmes are significantly revised. The Head of Quality provides advice to academic teams to ensure consistency of approach and enhance the quality of proposals.

CEO Responsibilities; Executive Management Team; Senior

Management Team Role

Internal Programme approval and validation procedures specify complementary roles for the Academic Board and the Executive and Senior Management Teams in their oversight of the respective academic and business aspects of new and updated Programme development.

The Executive Management Team has responsibility for the business approval of proposals for new Programmes, including their costs and resource requirements.

The Executive Management Team considers all aspects of the development and delivery of a new Programmes and for revised or revalidation proposals for programmes prior to the development of the Programme academically.

Proposals must be approved by the Executive Management Team prior to detailed academic planning. In the event of a substantial material change to a

proposal that has business approval from the Executive Management Team, the academic design team is obliged to inform and liaise with Senior Management for agreement to proceed.

Prior to the launch of any new Programme final business approval must be obtained from the CEO-Management Team. This internal business approval procedure ensures that the Programme fits with the development strategy, continues to have the required commitment, and is resourced at an appropriate level.

Academic Confirmation of Programme Validation Proposals

Fully validated/approved/franchised Programmes are all subject to validation/approval by University Partners.

The Academic Board, or nominated chair, acting on behalf of the Academic Board, oversees and ensures the consistent management of validation procedures and processes including:

- Review and approval of outline Programme proposals;

- arrangements and timetables for validation submissions, including the monitoring of validation documentation and its submission;

- monitoring compliance with regulatory, UKQCHE, subject benchmark and Level Characteristics Statements, University/DAB requirements;

- Management of outcomes, including the meeting of conditions and recommendations from validation events.

Programme Monitoring and Review

The requirements for Programme monitoring and review are those of validating University Partners. The LSC has established detailed experience of university monitoring and review mechanisms which are designed to ensure, rigorous quality assurance and the maintenance of academic standards. These include:

- ongoing monitoring;

- Annual Review;

- Periodic Review.

Ongoing Monitoring

The Programme Leader and members of the Programme Team undertake monitoring of the performance of their Programme as part of their responsibilities and role for delivering the Programme.

The Programme Management Committee meetings monitor the performance of the Programme on an ongoing basis and meetings are minuted to provide a record of issues raised and actions taken.

Membership of the Programme Management Committee includes the Senior Programme Leader, Head of Quality, the Registrar and the Examinations Officer(s) and they may contribute to this ongoing monitoring process.

An important input to ongoing monitoring is the use of student feedback on their experience of their Programme, including feedback obtained at the end of each module. Individual feedback is gathered through Module review which is given at the end of each Module or on a semester basis. The process allows students to provide feedback on the experience of the Module/Module teaching. Module review results are circulated to the member of teaching staff with more general matters discussed in Programme Committee Meetings and Team Meetings as required, where, if needed, corrective actions are initiated.

Students are also able to provide feedback at Programme Management Committee meetings where individual comment is invited and encouraged on any aspect of the Programme. All Programmes are required to use these mechanisms which are designed to provide regular, systematic feedback to which all students may contribute. Feedback is analysed as a part of annual monitoring procedures.

Annual Review at Campus-Programme Level

Each Programme at the LSC is required to produce an Annual Monitoring Report(s) for the respective University Partner that is also received by the LSC Academic Board. This procedure is designed to review and evaluate the progress of the Programme during the preceding year (normally included in the Annual Monitoring Report(s) and identifies targets for action in the coming period. Where an annual review report is required by a collaborating University/DAB, the format to be used is that of the University/DAB. The timing of annual reviews for each Programme is undertaken within the annual calendar of academic business.

The Annual Monitoring Review report for each University Partner typically comprises: -

- the "action points matrices" – which may include issues/actions brought forward from previous year(s), together with those identified during the year and what actions have been identified;

- the Programme Leaders review and report template in which the Programme Leader is required to reflect and evaluate the previous year and look forward to the challenges of the coming year;

- Consideration and evaluation of the performance statistics for the Programme (e.g., admissions, progression, and graduation).

- Response to the External Examiners reports for the Programme. (Information including External Examiners' reports, Moderators/Link Tutors' reports, minutes of Programme Management meetings may be referred to or made available as appendices.

The Annual Monitoring Report is produced by the Programme Leader with the support of the Programme Administrator in consultation with the Senior Programme Leader, programme teaching team, and the Head of Quality. In the compilation of the report, programme leaders are required to refer/consider

a variety of sources. These should normally include External Examiners' reports, student progression statistics for the Programme, PMC /similar actions undertaken during the preceding year. The LSC produces all Annual Monitoring Reports in compliance with the requirements of collaborating Universities/DABs.

Annual Review at Portfolio Level

The Academic Board considers all Annual Monitoring Reports and provides an overview action plan report which may be for the respective Programme and/or as part of an overview of the aspects of the provision related to the respective University as appropriate. This identifies any strategic or operationally significant issues raised together with recommendations for consideration for action. The compilation of overview reports normally summarises the areas of focus emerging from programme and campus level Annual Monitoring Reviews.

Programme Revalidation and Periodic Review

The aims of Periodic Review or Programme Revalidation are identified in respective University Partner Regulations. Broadly they are to:

- Confirm the position of the portfolio and Programme(s) within the relationship with the University and within the LSC;

- Reaffirm the Programme rationale and the market position and attractiveness of the Programme(s);

- Review the overall rationale, aims, objectives, indicative content, learning outcomes, assessment regulations, learning and teaching strategy of the Programme(s);

- Identify improvements or changes in the Programme(s) including the curriculum, syllabus and their organisation and delivery;

- Confirm any changes in admission requirements and/or Programme Assessment-Examinations Regulations;

- Review how stakeholder feedback is obtained and has been used to enhance the Programme and the learning experience;

- Consider and review student achievement and academic standards on the Programme;

- Identify any further areas for improvement or development within the Programme.

Unless otherwise required by a collaborating University/DAB, University Periodic Reviews normally take place every five years and constitute the mechanism for academic revalidation/re-approval of the Programme. The Periodic Review is conducted by the University working closely with the LSC Programme Teaching Team in liaison with the Head of Quality and internal/external reviewer(s) who are not directly involved with the Programme.

External reviewers who have relevant academic and discipline expertise are members of periodic review panels and are appointed by the collaborating University/DAB. The outcome of the Periodic Review is documented in a Periodic Review Report, together with any documents required for academic revalidation of the Programme, such as the relevant university requirements for Handbooks and up-to-date Programme Specifications and Assessment Regulations. Periodic review undertaken by the collaborating University/DAB takes places in accordance with the University's Regulations.

Periodic Review at Institutional Level

University collaborating Partners conduct a review of the Partnership with the LSC which takes place normally on a quinquennial basis.

6   The Student Experience

Admissions

All applicants are interviewed and they are required to provide original evidence which supports their application.

Original academic or professional certificates and/or transcripts of performance are required to be provided at interview for the purposes of confirming previous academic achievement.

Where required, applicants are also required to provide original evidence of their professional and career related experience in order to confirm the minimum periods of required work experience or other evidence which may be indicated in the admissions criteria for the Programme and confirmed by the University Partner.

Non-UK, non-EU applicants are interviewed either in their country of origin or via video link interview. Where interviews occur in the applicant's home country these are conducted by the LSC employees who are citizens of the home country, fluent in English, and trained in the requirements of the recruitment processes for the Programme.

In these instances, applicants' credentials, proof of the necessary work experience, academic certificates, and proof of the availability of sufficient financial support required to satisfactorily pay the fees for the Programme and to complete the Programme are checked prior to the offer of a place on the Programme being issued. All UKVI requirements are complied with as a part of the recruitment and admissions process.

Final decisions on admission to University Programmes may be required to be taken by the respective University/DAB collaborating body subject to the agreement between the LSC and the respective University.

Student Induction

Registration takes place prior to the commencement of teaching in the trimester. Students are given a welcome Induction which includes the following:
1   The LSC generic Handbook.

2   The respective Programme Handbook.
3   Timetable for the semester.
4   Information about the school and its facilities.
5   General School Rules and Regulations.
6   Outline of requirements for submission of work for assessment, academic referencing, and plagiarism.
7   Fee details and Payment Plan for the Programme.
8   Terms and Conditions of entry

Students attend a formal Induction, wherein they are introduced to school staff including an outline of their roles and job functions. This provides details of contacts within the School and identifies key staff that students may be required to meet if a need arises in a specific area.

On commencement of classes, students are given access to Programme materials with details of: -

1   Programme syllabus and module specifications.
2   Lecture sequences.
3   Calendar of assessment dates.
4   Module requirements.
5   Bibliographies.
6   Sample assessments examples.
7   Details of Module Lecturer(s).

Students are also provided with information from the Examinations Office staff on assessment requirements, minimum assessment requirements, procedures for academic appeal and non-academic complaints and contact persons.

A student services and welfare member of staff provides a range of support, advice and guidance services tailored to the needs of international students.

Postgraduate and Undergraduate Learning

The learning and teaching strategy is based on a range of methods including an emphasis on an increasingly focussed student-centred approach. Main lectures/workshop discussion sessions are used to present information, general principles, applications and methods and to deliver the body of knowledge underpinning the subject within the discipline. Lectures/workshop discussion sessions are enhanced by support activities including tutorials, problem solving, laboratories, group work and projects.

Students are required to take responsibility for their own academic development. It is required that students undertake directed work and further study in their own time.

Work undertaken throughout Programmes varies in accordance with the assignment load and the scheduling of assessments. The assessment schedule is published in advance and students know what is expected of them and when.

The structure of the staged approach to learning ensures that the learning workload is evenly distributed through all Programmes. This pedagogic ethos supports the development of a professional attitude to learning which enhances skills required within future careers.

The learning approach is designed to enhance necessary discipline expertise and transferable learning skills. Students also have supervisors with whom they can discuss academic issues and problems they may be facing.

Student-Centred Learning

The LSC teaching philosophy promotes a culture of student-centred learning which focuses on student needs and learning requirements which are fostered within: -

- a learning environment which nurtures personal academic growth;
- administrative procedures that help students to obtain a high-quality education;
- personal experience that leads to feeling "connected" to the School
- learning opportunities that develop students as responsible citizens and skilled professionals.

Teaching and delivery at the School is through a blend of lectures, tutorials, seminars, workshop/discussion sessions and other appropriate teaching modes which utilise a variety of learning and assessment methods. This includes the consideration of a variety of types and sources of case studies; individual and/or team presentation; joint class discussions; tutorial-support surgeries; and other appropriate learning methods. A summary of approaches is indicated below.

Students are expected to undertake: -

- Directed learning;
- Self-managed independent learning.

These strategies are designed to encourage the development of the student and to enable each student to have confidence in their own abilities while developing an enquiring mind.

Monitoring of Student Academic Performance

Student academic performance is monitored through each Module and at the end of each Module. Assessment outcomes are checked by the Examinations Office and by the Module and Programme Leader at the end of each Module. These are reviewed with the student and in the event of unsatisfactory performance guidance is given by the Programme Leader or a nominated Tutor on ways in which academic performance may be improved.

Student performance is also monitored on a semester basis; at the end of each examination diet (which may be at the end of a semester); at the end of a cohort assessment year; and at other times where this involves resubmission or resit assessment.

In the event of unsatisfactory performance or the need for ameliorative action to take place the student is counselled by the Programme Leader, Module Tutor or nominated academic member of staff as appropriate.

Attendance

Students are required to attend all lectures, seminars and workshops for the Modules for which they are registered. There are likely to be instances when absence due to illness or other reasons may arise. All absence is required to be covered by a medical or similar certificate and the school administration and registry is required to be informed.

In the case of absence due to illness, or to extenuating exceptional circumstances, e.g., bereavement, the school academic and administrative management will be sympathetic and staff will provide all possible guidance to wit enable students to maintain progress on their Programme of Study examination diet

There is a specified attendance policy in place within the LSC which is required to be complied with, and all students' attendance records are monitored on a daily basis. If attendance levels fall below the requirements set by the University or the UKVI regulations it is the duty of the School to notify the relevant authorities (Home Office or Visa issuing authority, or the University) and/or sponsors where the attendance of individual students is judged to be inadequate.

Attendance is monitored electronically and the student record updated automatically in real time. Failure to attend will result in a requirement for the student to attend an interview with the Course Leader to discuss his/her academic progress and/or may require the school to inform the UKVI.

It is the student's responsibility to ensure that his/her attendance is noted at each lecture/seminar/workshop. If there are medical reasons for any absence, medical evidence (e.g., certificate from the GP or hospital) must be presented to the Course Leader.

If the Academic Board or the school management is of the opinion that the student's attendance has been consistently below the required levels for UKVI, the University, or the School requirements then the College is entitled to terminate the registration of the student.

Academic Progress

Students are required to take responsibility for their own academic development. The expectation of the School is that students will undertake directed work and further study in their own time. Work undertaken throughout the Programme will vary in accordance with the assignment load and the scheduling of assessments.

The assessment schedule is published in advance, so students will know what is expected and when. However, the Programme Leader and the structure of the staged approach to learning will ensure that the workload is evenly distributed. By utilising this ethos throughout the Programme, students will be developing a professional attitude, which will be necessary during their future career. The discipline will also support the need for students to understand the nature of continuing professional development.

Academic staff monitor individual academic progress through performance in seminars, tutorials, practical workshops, case studies and the guided

preparation of major project work. Performance in formative and summative assessments provides further material for monitoring student progression. Students are also able to seek assistance from academic staff and teaching assistants in any area of their studies.

Academic and Pastoral Student Support

Students have direct access to Course Administrators who can facilitate academic or pastoral support, including referral to teaching assistants, academic staff or English language support.
There is a Student Welfare Officer and a Student Services Manager who provide oversight of general pastoral care and student support requirements.

Student Welfare

Welfare support is available for all students. The nominated Welfare Officer has primary responsibility for welfare activities particularly for student social events, sporting activities and similar activities. Students may also be taken on visits/trips, to introduce them to the variety of cultures existing in the UK and to enable them to broaden their perspectives of life and business within the UK. Student activities are divided into sporting, cultural and recreational activities and there is an ongoing programme.

Student Accommodation

The LSC undertakes to arrange student accommodation for its students where this is required. Student accommodation is handled by vetted and approved independent agency(s) and detailed care is taken to meet the requirements of all students. All accommodation is inspected and regularly monitored to ensure that the highest standards are maintained. Students are provided with choices of accommodation.

Student Feedback

Students provide feedback on the Programme through questionnaires and at school committees – the Student-Staff Liaison Committee, Programme Management Committees and the Academic Board. Module review results are circulated to individual teaching staff and teams (as required) with issues discussed in Programme Committee Meetings and Team Meetings where, if needed, corrective actions are initiated.

Students are also able to provide feedback at the Student-Staff Liaison Committee, and at Programme Management Committee Meetings where individual comment is invited and encouraged on any aspect of the Programme. All Programmes are required to use these mechanisms which are designed to provide regular, systematic feedback to which all students may contribute. Programme Committee Meetings and other documentation provide records of feedback that ensure audit trail transparency.

Student feedback given at Programme Management Committee meetings is reviewed by the Programme Leader/Senior Programme Leader who provide a feedback report to the Academic Board. Actions and responses to student feedback may be actioned at the Programme Management Committee, or at the Academic Board as required.

Career Development Support

Career development support takes place within the academic syllabus and delivery of Programmes and is particularly related to the academic choices made by students in their planning of their eventual career and professional development direction.

Students receive advice on continuing academic study from teaching staff and Programme Leaders who are able to comment on further study; suitable Master's level Programmes, and/or Research Programmes.

Additional career advice is provided through guest lecturers, seminar discussions and similar events.

7 Learning Environment

Learning Resources

All Learning Resources are provided and maintained at the highest level of specification and substantial investment has been maintained to ensure that the delivery of the Programmes and the student experience of the provision is of the highest quality.

Teaching Staff

Teaching staff are selected on the basis of a strong teaching background, individual experience in respective professional and career areas, experience of delivery to international students, and ability to teach at the appropriate UK Level for the respective Programme.

Teaching staff have broad research and scholarship records in consultancy, brand management, marketing, international business areas, finance, and scholarship and research

Guest lecturers and speakers can be invited to contribute to seminars-workshops on Programmes to ensure that an appropriate balance between theory and external practice is maintained.

Expertise from across the School is utilised to enhance the student learning experience. Guest lecturers can contribute their specialist knowledge on marketing, financial management, business ethics and project management to aid the development of student knowledge and skills.

The Learning Environment

The learning environment is designed to encourage the attainment of high academic standards by students and the development of career aspirations which are matched to the achievement of professional standards and personal career goals.

The learning environment therefore is focussed on; -

- Providing an academic and educational environment in which the pursuit of excellence and best practice in all learning and teaching; and in all Programmes, is of primary importance;
- Providing a learning experience which encourages and supports each student in their pursuit and achievement of their individual potential in their academic studies;
- Providing a learning environment which supports students in identifying their career opportunities and enhances the development of relevant skills, career capability and professional capacity;
- Ensuring that all academic Programmes are designed to provide a clear and detailed foundation of knowledge and experience in the principles and subject areas which make up the discipline and that these meet the demands of the contemporary world including facilitating and providing students with the skills required for successful entry to the employment market.

Virtual Platforms

In the delivery of a high-quality learning experience to its students the LSC makes substantial use of the *Student Portal* Learning Platform as a fundamental part of a learning environment in which traditional lectures, seminars, and tutorial-based learning is supported by the use of online provision of lecture notes, interactive discussion, and virtual support packages of learning materials.
The *Student Portal* platform is used as a learning vehicle for all Programmes. This is facilitated through the availability of Wi-Fi across the campus and the extensive provision of computer lab and open access computing stations at specific campus locations.

Facilities and Technology Support

Summary of Teaching Provision

The School campus site is situated at the following addresses

Chaucer House
White Hart Yard
London SE1 1NX

Pocock House
235 Southwark Bridge Road
London SE1 6NP

The School ensures that any campus facility used for the delivery of Programmes meets the accommodation standards and the IT facilities required standards.

IT Facilities

Comprehensive IT facilities are provided at both the Chaucer House and Pocock House campuses.

Library

The Library Team helps students to learn the best ways to access and use quality information and resources, and assists them to enhance their study and research skills. The Team guides students on how to use the latest technologies to augment their learning.

The Library's collection comprises both physical and digital resources.

The physical Collection is as follows:

- Books Core Texts - (Both Loan and Reference copies.)
- Books – Guided reading - (Both Loan and Reference copies.)
- Books – Independent reading - (Both Loan and Reference copies.)
- Study Skills Books (Include topics such as academic writing, critical thinking, referencing, understanding plagiarism, how to write assignments, dissertations and PhD Thesis.
- Dictionaries, Encyclopaedias and Atlases.
- Newspapers – in hard copy.
- Research Proposals, Business Development Plans, BABS and MBA Dissertations, Integrated Case Studies and PhD Theses.

The book collection comprises a wide range of topics including accounting, finance, human resource management, management, mathematics, statistics, research methodology, study skills, marketing, E-commerce, information technology, computing, law and business categories.

All Course Outlines are available on the Student Portal along with the Lecturers' Handouts for all the Modules that are taught.

The databases of online resources can be accessed both on and off-campus. Students can access EBSCO Business Source Premier which is a database of full-text peer-reviewed articles from more than 2,300 journals covering business topics of accounting, economics, finance, management, management information systems, marketing and operations management. The database also includes content from trade and business magazines, company and industry profiles and market research publications.

Students have full access to our University Partners' Online Resources as well which include both E-books and peer-reviewed academic journals. This is subject to agreement between the LSC and the University Partners.

Collection development is an ongoing process with the aim of continuing to build a comprehensive, sizeable stock. The selection procedure involves scanning book reviews, publishers` catalogues, which list forthcoming titles, online book suppliers and any related sources as well as receiving students and lecturer recommendations regarding necessary titles that contribute to the consistent growth of the library facilities. Students are encouraged to make suggestions for further reading material which is purchased as and when required.

The Library has a careers collection for students who wish to find suitable employment when they complete their studies or intend to undertake some part-time work. This collection includes material on career development, how

to write CVs, personal statements, interview preparation and job interview skills.

Students are advised by Academic Tutors and supported by the Library Team on how to plan and structure their written work such as Research Proposals, Business Development Plans, Major Final Projects, BABS and MBA Dissertations, Integrated Case Studies and PhD Theses, projects and similar work, and how to develop an idea and how to write in analytical rather than descriptive styles. They have access to material on study skills, creative learning techniques, tips on academic writing and research methodologies. There is a collection of material which gives examples of the layout of theses, footnoting, how to write a bibliography and list sources consulted such as books, articles and websites. The Harvard System of Referencing and Citation is in use.

Students' Common Room

There is a Students' Common Room and a Research Students' study area as well as seminar breakout rooms and similar facilities.

Classrooms and Lecture Rooms

All classrooms are equipped with whiteboards and overhead projectors. There are also digital projectors available for the purpose of multimedia and video presentations. Television and video players are used for academic films, which would then be integrated into the learning process of the Module. Wi-fi is available throughout the School providing access to the Internet both during taught sessions and outside the classroom.

Other Support Functions

English Language Assistance

There is an English language team of tutors available to provide English language support for students which involve the provision of classes and academic English language support designed to increase non-native English speaking students' English language proficiency and facilitates their academic success. The Programme and Curriculum are geared to the advanced language learner, and are practically oriented and challenging, focusing on real-world expectations.

The Programmes adopt an IELTS equivalent testing system that identifies the level of the language skills of the student. This test provides an IELTS equivalent score that enables the student to be placed in an appropriate English course. The test focuses on grammar and writing skills.
Students will not only be able to gain access to pre-sessional English sessions, but they will also have in-sessional opportunities, especially in areas relating to study skills.

English language support is open to all Non-English speaking background undergraduate and postgraduate students whose first language is not English. The aim is to assist students improve overall communication skills, academic writing, thinking, academic and study skills, understanding and grades. The Programme consists of consultations for help with assignment and report

writing, lectures, workshops, an online academic writing course, referrals and assessments.

Programmes assist both Undergraduate and Postgraduate students to develop and improve academic writing, communication, thinking and study skills. The Programme also provides individual assistance to students in preparing well written essays, reports and theses.

Programmes aim to help students with writing skills through: - lectures which present the information necessary for good writing: by running short practical courses in academic writing where the skills can be practised and mastered; through person-to-person consultations for individual help with essay, report and thesis writing, and through the online academic writing course.

Programmes are as practical as possible providing students with opportunities to practise necessary skills.

University Partner Student Facilities

Students have appropriate access to resources at the respective collaborating University/DAB subject to the agreements between the LSC and the collaborating body. These primarily comprise the Library and the IT resources of the respective University.

8 Faculty and Support Staff

Recruitment and Induction of Faculty Members

In addition to a core of full-time academic staff, Full Time Teaching Equivalent staff, (based on the notional 500 hours contact = FTTE), and part-time proportional FTE staff and contract staff contribute to the Teaching Faculty Team.

The provision of teaching faculty staff with appropriate qualifications to satisfy the requirements of all courses is a primary objective of the recruitment process. There is a staff Induction Programme for academic and administrative staff, and administrative and technical staff in post to support the academic Programme.

The minimum qualification for appointment to teach Business, Management and IT courses is a relevant qualification at the level being taught. A significant proportion of teaching staff exceed the minimum requirement and have qualifications above the level being taught. For University Programmes teaching staff are also required to satisfy university academic qualifications requirements which may specify the required level of qualification required to teach on a programme. Teaching staff may also be required to submit their CVs and areas of experience details in order to be formally approved by Partner Universities to teach on their Programmes.

The requirement for the teaching of English as an academic added value subject within the School is that Lecturers should have the necessary academic qualifications and have relevant teaching experience. All English language teaching staff are in possession of graduate qualifications.

Faculty Curriculum Vitae and CPD Requirements

Teaching Faculty must maintain an up-to-date curriculum vitae and list of publications/CPD activity.

To assist in a variety of areas Teaching Faculty are required to provide and maintain a current curriculum vitae and provide a copy to the Head of Quality when requested to do so.

The academic CV covers the following areas:

- Personal details and qualifications;

- Current and previous positions;

- Curriculum design and delivery experience;

- Subjects and Disciplines previously taught and teaching experience;

- Membership of professional bodies/ associations and professional experience;

- International experience;

- Publications, scholarship and research undertaken previously and at present;

- Training and staff development undertaken;

- Other relevant experience and information.

9 Information Management

The Quality Assurance Library

The LSC maintains an electronically based quality assurance document library which is located on the staff public folder, in which quality assurance and academic standards items, keynote documents and similar material is archived.

The library provides access to a range of documentation including committee and board minutes; key guidance papers; policy and strategy papers; validation documentation; programme documentation; learning and teaching papers and support material; scholarship and research papers and supporting documentation; annual monitoring and periodic monitoring documentation; academic standards papers; QAA Documentation; REO/EO Annual Monitoring Documentation, and other material which is relevant to the continued development and context of the LSC.

The library is developed with a variety of levels of access which are designed to maintain confidentiality if required but also to facilitate access to a common source of documentation related to the overall activities of the School. The library is populated by named individuals according to the level of access required. There are also access controls which allow specific authors and sources to enter material, edit material and make material available to the whole school if required.

The Quality Library is both an archive and an ongoing resource for the development of the School. As such it is designed to be a proactive reference source for all documentation and for the continued enhancement of the provision.

Programme Documentation

Programme definitive documentation, including Programme Specifications, Programme and Module Descriptors, Validation Reports, and associated materials are held in specific sections of the quality library.

Marketing Information

There are set procedures for the generation, authoring and approval of promotional, marketing and publicity material and all material which refers to Partner Universities and their Programmes is required to be approved by the respective University. All marketing material is generated by the marketing team leaders, which in turn is formally approved by the Director of Marketing and the respective University as required.

Following the validation of a Programme, Marketing Team Leaders consult with the Senor Programme Leader, Programme Leader, and the Head of Quality/Registrar (as required) to identify promotional and marketing texts which are approved for use in the marketing, promotion and advertising of the Programme. The results are checked for copyright accuracy and clearance by the Director of Marketing. The copy and design content of the promotional materials are double checked and vetted for accuracy by the Programme Leader and Director of Marketing for final approval. All involved parties are responsible for the accuracy of the contents and checking the validity of the documentation.

All publicity material on Programmes leading to the award of University Degrees is submitted to University Partners for approval. There is a flowchart procedure for the approval and signing off of all publicity, promotional and programme materials which are located in the public domain

Compliance and Checking of Materials for Marketing and Promotional Use

Guidelines are in place to check the authorship and authenticity of the material; for ensuring the correct usage and visibility of the LSC brand and trademarks, and whether material which has been produced meets the legal and social requirements of the respective target market/country. Legal advice is sought if queries arise at this stage.

Commissioning and Agency Use

In the overseas use of marketing and promotional materials the commissioning of agencies and their output is rigorously monitored and a number of good practice checks are in place to ensure that the School are correctly represented at all marketing and promotional levels of activity.
In all its overseas activities the LSC has preference guidelines which require work to be undertaken with British Council approved agents.

Every approved British Council agent is also vetted by the LSC staff at the local, in country, marketing offices. If necessary, the Marketing Team Leaders at the LSC London Campus conduct a formal interview and meet the agent in person during a marketing and promotional visit to the country.

Only once these vetting procedures have been satisfactorily completed at each stage, and only once credentials have been checked and approved, are agency agreements drawn up for a six month or one-year period. At the end of the agreement period, agent's performances are assessed and the agreement is renewed or revoked.

Preventative and Proactive Actions on Misrepresentation and Risk Management

The LSC takes proactive management action to prevent any occurrence of misrepresentation or lack of accuracy in any of its marketing materials.
The LSC provides all copies of promotional material to representative agents who are directly employed by the School. All advertising content, copy, promotional imagery, and use of corporate imagery has to be approved by the Director of Marketing in London prior to its use and by the respective University Partner prior to use.

All agents are also required to provide a physical copy of the marketing material/advertisement/promotional material when it is released. This acts as a" closing of the loop" check on accuracy at the point of delivery. If inaccurate material is generated at any stage in the process it is rectified prior to release. If inaccurate material were to be found to exist after release it would be subject to immediate withdrawal from the market.

Recruitment and Training of Marketing Staff

The LSC takes a proactive role in the way in which marketing staff are recruited, trained, monitored, and performance reviewed to ensure that all marketing staff comply with marketing policies.

Recruitment of marketing staff is largely undertaken by recruiting from alumni and often through the process of talent spotting from the pool of student representatives.

In house LSC training is provided through weekly marketing training meetings, induction mechanisms and workshops. Additionally, marketing staff are provided with a mentor drawn from the pool of senior Marketing Officers.

Performances are assessed - the criteria used for assessment uses a variety of performance indicators including quantitative evaluation and qualitative aspects of performance. These include appropriate counselling and ethical processes. Reviews of performance are constant and so is training. Marketing Officers are if at all possible, relocated to their country of origin to undertake marketing for the LSC.

Security and Compliance of Material in the Public Domain

Processes for the regular and continual monitoring and security of marketing and promotional material which is in the public domain and which relates to

corporate identity and portfolio are robust and designed to ensure that all material is both accurate and in compliance with required standards. All material is subject to university verification and approval for use.

Marketing personnel work with academics, management, and administration staff to implement all checks and balances indicated above. This undertaking of a consistent and rigorous approach towards the monitoring, checking and vetting of all marketing materials and all marketing procedures ensures that material which is produced is accurate in content and substance and reflects the work and the portfolio activities of the School.

Modifications to Programme Content or New Programme Developments and Launch

Where modifications occur or new Programmes are introduced the process for generating Programme information, the stages for the sign off of published information and the checking of the accuracy of marketing Information which the LSC produces and which is in the public domain is the same as that outlined above.

If any new Course/Programmes development take place the marketing and publicity material are modified to reflect the changes and the material is signed off by the Director of Marketing.

LSC Student Handbooks (generic) and Programme Handbooks

The process for generation and sign-off of the Student Handbook and the Programme Handbook parallels that for all marketing materials except the process is overseen by academic staff, student services, the Registrar and the Head of Quality.

Website Content

Website content is produced by a dedicated web designer/web developer.

Where updating of the website is required this is subject to a series of checks involving the Programme Leader for academic content; the Head of Student Services for social and associated content; the Director of Marketing for oversight and compliance. Where updating is required this is undertaken promptly. All updates are proof read for accuracy. The Team Leaders undertake regular and scheduled periodic monitoring and updating of the website contents.

Student Records

The LSC registry staff and examinations office staff (the latter subject to the regulations of the collaborating University/DAB), are responsible to the collaborating Universities/DABs, for the accuracy of all communications to students which are related to admission, registration and progression of students from entering the Programme to the completion of their Programme and the conferment of the award to the student. Universities reserve the right to issue CAS information where required.

Assessment details are entered into secure spreadsheets which in the first instance are collated by Examinations Office staff working – where required – with university staff. Assessment records are checked by both the LSC and University/DAB staff prior to their use at final Examinations Boards. (Subject to agreements with the respective University.)

Records are kept in both electronic and physical format where required for security and/or format purposes.

Staff in the LSC Registry, Marketing, and the Examination Office manages the internal LSC student records and ensure that the following are securely held:

- Application and Admission information;

- Visa and Sponsorship information;

- Registration Information;

- Attendance Records;

- Academic Progression Information

- Records of Marks and Assessments and Examinations Results;

- Records of Grades awarded, the conferment of exit awards, Final Academic Awards made;

- Disciplinary Records;

- Academic Appeals records and Student Complaint records;

- Student results, and related information.

The LSC has its own dedicated databases supported by a development team, which ensures that the records and registry systems are fit for purpose, and adapt to changes in Programmes, customer service needs, the requirements of the University Partners, or the regulatory environment.

Records of registrations and results are provided to the University Partners, as required.

The Examinations Office, which handles all examinations, is located in a secure and separate suite of office accommodation. There is a dedicated Examinations Office Team which ensures the secure and effective handling of all assessment and examinations requirements within programmes delivered at the LSC.

Version Control and Updating

Version controls for all documentation are in place and subject to authoring access control, editing control, and level of confidentiality control.

Documentation Responsibilities

Responsibility for authoring, editing, generating documentation is identified and confirmed and resides with the functional responsibilities and roles of specific individuals within the School.

10 Diversity and Equal Opportunities

General Principles

The LSC is committed to the provision of equality of opportunity for all students.

In the provision of equal opportunities, the LSC realises and accepts its responsibilities under the law with regard to unfair discrimination, and is committed to fostering a discrimination free environment within which individuals will feel free to disclose relevant circumstances.

The LSC staff have a legal responsibility and a personal duty of care beyond the letter of the law for the practical application of this policy.

Discrimination on account of ethnicity, gender, language, age, sexual orientation, religion, socio-economic status, physical or mental ability, thinking styles, experience or education will not be directed against any person in determining whether he or she is eligible to be admitted as the student, or during his or her studies. Every possible step will be taken to ensure equality of opportunity.

When choices are made regarding admission to Programmes, staff associated with making admissions decisions will admit on merit, recognising the desirability of maximising the diversity of the intake to Programmes.

Applicants are admitted to academic Programmes principally for reasons of academic ability, professional and personal experience, their individual motivation, and to promote diversity. Certain Programmes are designed for particular categories of students and admissions to such Programmes will reflect the Programme philosophy. Issues relating to practical implications of a disability are dealt with subsequently.

The LSC considers that diversity of backgrounds brings a range of qualities and experience to individual Programmes and reflects the broader community in which staff and students operate.
All publicity material relating to Programmes will reflect the broad principles listed above.

Implementation Framework

Information that is used for academic monitoring or other purposes shall protect an individual's privacy and provide the basis for the provision of effective support for disabled students, or to ensure health and safety.
At Induction, students will be informed by the Programme Leader about the systems of support available to them.

Transparent procedures will be used during all selection interviews, tests and assessments so that individuals are not disadvantaged.
Selection criteria will be kept under review to ensure that individuals are treated only based on the Programme requirements as appropriate and on their relevant academic, professional and personal capabilities.
Work tasks, patterns and facilities will be arranged wherever possible, within the constraints of the business and its operations, to support those individuals

with particular identified needs. Flexible approaches to enabling alternative means of participation (e.g., the online learning platform) where physical access is impossible or unreasonably difficult will be adopted).
Staff development relating to diversity awareness/equality will be provided for all staff.

Appropriate staff will receive information about any particular needs of students in a clear and timely way.

Complaints

Students will have the means of reporting breaches of this policy, where they believe them to exist, without embarrassment or fear of reprisal.

Definitions

Direct discrimination is the less favourable treatment of an individual on the grounds of:

- gender or marital status,

- colour, race, nationality or ethnic origin;

- discrimination against Religion or Belief (or lack of it;

- age;

Indirect discrimination

- is the imposition of a requirement or condition which is applied, or would be applied equally to persons covered by the legislation cited in the paragraph above but which:-

- Is such that the proportion of persons of the same gender, marital status race or disability who can comply with it is considerably smaller than the proportion of persons not of that group who can comply with it;

- Cannot be shown to be justifiable irrespective of the gender, marital status, race, religion or belief (or lack of it), sexual orientation or disability of a person to whom it is applied;

- Is to the detriment of the individual concerned because he or she cannot comply with it.

Harassment

Harassment is: -

- Behaviour that is unwelcome and undermines the dignity of the recipient. It may be based on someone's race, gender, convictions, age or disability, or may involve bullying. It includes unwanted physical, verbal, and non-verbal conduct that results in the individual feeling vulnerable or compromised. It is the perception of the recipient that is important.

Examples include sexual or racial banter; the display of material with sexual or racial overtones (even if not directed at the complainant); sarcastic personal remarks about colleagues; and constant unfounded criticism of work performance.

The Obligations under the Disability Discrimination Act

Broadly speaking, the DDA makes it unlawful to discriminate against disabled people in the way in which you recruit and employ people; provide services; or provide education. Discrimination can take place in two ways: by treating a disabled person less favourably; and/or by failing to make "reasonable adjustments" so that disabled people can participate in employment and education or make use of a service.

The LSC will comply with the DDA in its Academic Programmes, for example in making Special Assessment Arrangements where these are made known prior to the assessment taking place (e.g., by making available extra time for the completion of an examinations-based assessment).

11. Prevent Policy

1.   Introduction

This policy has been written in conjunction with the policies and procedures of the London School of Commerce (LSC) and its University Partners. It has drawn directly on the Prevent Policy of the University of Bedfordshire which provided the most recent training for the School.

2.   Purpose

The Prevent strategy, published by the Government in 2011, is part of the overall counterterrorism strategy, CONTEST. The aim of the Prevent strategy is to reduce the threat to the UK from terrorism by stopping people becoming terrorists or supporting terrorism.

The Counter-Terrorism and Security Act (CTSA) 2015 imposes on 'Specified Authorities' a legal duty to 'have due regard to the need to prevent people from being drawn into terrorism' (section 26 CTSA). As a Higher Education institution, the LSC falls within the meaning of a 'Specified authority' and must implement the new requirement in its existing policies.

This document has been drafted with due regard to the Prevent Duty Guidance for England and Wales, on the duty in the CTSA which was updated in July 2015 and outlines the School's strategy and requirements in meeting this Duty. It follows the Prevent Duty Guidance for Higher Education Institutions produced by Farrer & Co. (Smellie D and Watson S-J, Farrer & Co, 20 August 2015)

The policy is not directed at any specific religion, religious group or at the proponents of any other set of beliefs. Its principal aim is to ensure that the School is able to monitor, manage and deal effectively with the Prevent strategy

in respect of any individual being drawn into violent extremism and eventually terrorism.

3.   Principles

This policy:
- Sets out the principles of the London School of Commerce Prevent Risk Assessment and Action Plan;
- Outlines the School's Partnerships with the Universities in ensuring compliance and delivery of the Prevent Duty;
- Provides guidance for the appropriate level of training of staff in relation to its Prevent Policy;
- Sets out what is expected from the LSC Students and any societies in delivering the Prevent strategy and the clear need to challenge extremist ideas which risk drawing people into terrorism;
- Provides clear guidance of the referral procedure and establishes a single point of contact for operational delivery of Prevent related activity;
- Indicates what is allowed and what is prohibited on the School's premises and in the use of the LSC IT equipment;

4.   Leadership

The single point of contact (SPOC) for the operational delivery of Prevent-related activity is the Deputy Operating Officer. S/he has executive ownership and oversight of LSC's Prevent strategy.

5.   Risk Assessment

The LSC has completed a Prevent risk assessment to assess where and how students/staff might be at risk of being drawn into terrorism or extremist groups and has also identified what action needs to be taken and what measures are already in place. This includes:

External Factors:

Students/staff exposed to unauthorised extremist views at College, rallies or demonstrations in London. Staff/students becoming radicalised via off campus methods.

IT Factors:

Students and staff accessing or placing extreme material on the School's IT systems (see updated LSC IT Acceptable Use Policy).

School Space:

Risk of students/staff producing or reading posters or materials of an inappropriate nature on or around the campus; space management; managing risk and external speakers on campus.

6.   Action Plan

As part of the risk assessment, the LSC has produced an Action Plan (see LSC Prevent Risk Assessment and Action Plan). Overall Responsibility for the Risk Assessment and implementation and monitoring of the Action Plan rests with

the Director of Operations who report, orally, on a monthly basis to the School SMT and provides a summary report to the School's Council (Board of Governors). The School seeks advice from the Prevent HE/FE Co-ordinator and from its Partner Universities.

7. Partnership

The Director of Operations has developed strong links with the FE/HE Prevent Co-ordinator.
The LSC Partner Institutions outside of the UK are expected to follow the legal framework of their country in relation to counter terrorism. The Partner Institutions are expected to disclose any relevant information to the LSC.

Student recruitment/ international agents: Agents are expected to follow the School's Prevent policies in relation to the Prevent agenda and report any concerns to the School's Senior Management.

The School consults with students on the implementation of its Prevent Policy through the Student Staff Liaison Committee which includes student representatives from all Programmes across the School.

The School does not provide Placements/internships.

The Director of Operations is the main point of contact. (SPOC)

8. Staff Training and Referral Procedure

Staff Training

Key staff and stakeholders will undertake Prevent training. The training will allow attendees to:

   a) Identify the risks and signals of extremism and potential affiliation with terrorism;
   b) Understand their duties and responsibilities in relation to Prevent;
   c) Understand the referral procedure and what to do with the information they have.

Some School staff may benefit from more extensive training in relation to Prevent due to the nature of their work and function in addressing Prevent issues (e.g., Student Support Services). This will be identified through the School's continual monitoring of its Prevent Policy and organised as and when required.

Referral Procedure

If staff or students are concerned about a staff member or student, they must contact the Director of Operations or nominated other. He will liaise with the relevant Internal including the CEO and Programme Leaders and will also liaise with appropriate external agencies, which include the local Prevent Co-ordinator and the Metropolitan Police.

9. The use of Internet and Other Electronic Means

It is forbidden to use the School's website, IT facilities, or other elements of the School's information management systems or processes for the instigation, promotion or planning or execution of violent or non-violent extremism, radicalisation or terrorism in the name of ideology or belief. The School's Use of Information Technology Policy clearly states expectation of use, transmission or receipt of obscene, unlawful or indecent images or material, this is contained within the student and staff handbooks. (See also LSC IT Acceptable Use Policy July 2016)

The School's Interception Policy advises staff and students of consequences of accessing inappropriate material. The School reserves the right to ask students or members of staff to remove from its platforms or premises any material encouraging engagement with violent or non-violent extremism, radicalisation or terrorism related activities

10. External Bookings and Guest Speakers

The School is committed to the principles of free intellectual enquiry, free expression and freedom of speech within the law and seeks to ensure its principles and practice is safeguarded within the context of preventing people from being drawn into terrorism. The School has implemented a Freedom of Speech and External Speakers Policy. (See separate policy document)

11. Welfare and Pastoral Care/Chaplaincy

The LSC provides a system of welfare and pastoral care for students through its student services department. These are outlined in the School's Student Handbook, and are monitored through feedback from staff and students and through the School's Annual Monitoring procedures. They also meet the requirements of Partner Universities.

The School does not offer Chaplaincy support and does not have a prayer room. However, it has a list of registered organisations from various faiths to which it can refer students. These comply with the guidance provided by the local Prevent co-ordinator.

12. Confidentiality and Information Sharing and Record Keeping

The School provides support services for staff and students which offer a secure environment for individuals to discuss sensitive issues in confidence. The School is committed to a strict confidentiality policy when delivering these services. This policy recognises that the nature of the work undertaken by some support services may result in the disclosure of specific information about an individual or a group of individuals engaged in unlawful activity. In accordance with the law, such information can be disclosed to bodies either within or outside the School, including the Prevent Coordinator, Channel, the police or social services.

This policy should be read in conjunction with:

The LSC Prevent Risk Assessment and Action Plan

Code of Conduct for Employees
The LSC Freedom and External Speaker Policy
IT Acceptable Use Policy
Student Code of Conduct

12 IT Acceptable Use Policy

This policy has been benchmarked against and incorporates the recommended practices followed by the LSC Partners Universities and other UK Universities. This policy has been approved by the Senior Management and any amendments to it require the approval of the Senior Management.

1. Introduction

The School recognises the key role that Information Technology (IT) plays in both teaching and research in the academic and teaching community and it is committed to ensuring that both staff and students have access to the necessary facilities and support. It is the responsibility of all users of the London School of Commerce services to read and understand this Policy. This Policy may be updated from time to time, in order to comply with legal and policy requirements.

1.1. Purpose

This Acceptable Use Policy is intended to provide a framework for such use of the School IT resources. It should be interpreted such that it has the widest application and so as to include new and developing technologies and uses, which may not be explicitly referred to.

1.2. Policy

This Acceptable Use Policy is taken to include the <u>JANET Acceptable Use Policy</u> and the <u>JANET Security Policy</u> published by JANET. The School also has a statutory duty, under Section 26 of the Counter Terrorism and Security Act 2015, termed "PREVENT". The purpose of this duty is to aid the process of preventing people being drawn into terrorism.

1.3. Scope

Members of the School and all other users (staff, students, visitors, contractors and all others who may be associated in the work of the School), of the School facilities are bound by the provisions of its policies in addition to this Acceptable Use Policy.
The London School of Commerce seeks to promote and facilitate the positive and extensive use of Information Technology in the interests of supporting the delivery of learning, teaching, innovation and research to the highest possible standards. This also requires appropriate and legal use of the technologies and facilities made available to students, staff and partners of the School.

1.4   Unacceptable Use

A. Subject to exemptions defined in 2f), the School Network may not be used directly or indirectly by a User for the download, creation, manipulation,

- any offensive, obscene or indecent images, data or other material, or any data capable of being resolved into obscene or indecent images or material;
- unlawful material, or material that is defamatory, threatening, discriminatory, extremist or which has the potential to radicalise themselves or others;
- unsolicited "nuisance" emails;
- material which is subsequently used to facilitate harassment, bullying and/or victimisation of a member of the School or a third party;
- material which promotes discrimination on the basis of race, gender, religion or belief, disability, age or sexual orientation;
- material with or which has the intent to defraud or which is fraudulent, or is likely to deceive or intended to deceive a third party.
- material which advocates or promotes any unlawful act;
- material that infringes the intellectual property rights or privacy rights of a third parties, or that is in breach of a legal duty owed to another party; or
- material that brings the School into disrepute.

B. The School Network must not be deliberately used by a User for activities having, or likely to have, any of the following characteristics:
- corrupting, altering or destroying another User's data without their consent;
- disrupting the work of other Users or the correct functioning of the School Network.
- denying access to the School Network and its services to other users.
- pursuance of commercial activities (even if in support of School business), subject to a range of exceptions. All users are requested to contact LSC Computing Services to discuss any commercial need or related enquiry.

C. Any breach of industry good practice that is likely to damage the reputation of the JANET network will also be regarded prima facie as unacceptable use of the School Network.

D. Where the School Network is being used to access another network, any abuse of the acceptable use policy of that network will be regarded as unacceptable use of the School Network.

E. Users shall not:
- Introduce data-interception, password-detecting or similar software or devices to the School Network;
- seek to gain unauthorised access to restricted areas of the School Network;
- access or try to access data where the user knows or ought to know that they should have no access;
- carry out any hacking activities; or
- intentionally or recklessly introduce any form of spyware, computer virus or other potentially malicious software.

F. Exemptions from Unacceptable Use

There are a number of legitimate academic activities that may be carried out

using School information systems that could be considered unacceptable use, as defined at 2a-e. For example, research involving defamatory, discriminatory or threatening material; the use of images or any form of data or information which may depict or represent violence, the study of hate crime, terrorism related material, or research or any other example of materials or activities which one deem to be unacceptable b the Senior Management of the School into computer intrusion techniques. In such circumstances advice should be sought from the School Management (if potentially illegal material is involved) and/or notification made to the Deputy Operating Officer via the procedure outlined in the School Prevent Policy if the material relates to the promotion of extremism/terrorism prior to the introduction of said material onto the School network.

Any potential research involving obscene or indecent material must always be discussed in advance with the School Senior Management.

If a member of the School community believes they may have encountered breaches of any of the above, they should make this known to an appropriate School authority (these include: the IT Manager, Senior Course Administrator, Director of Operations).

2. Consequences of Breach

In the event of a breach of this Acceptable Use Policy by a User the School may in its sole discretion:
- restrict or terminate a User's right to use the School Network;
- withdraw or remove any material uploaded by that User in contravention of this Policy; or
- where appropriate, disclose information to law enforcement agencies and take any legal action against a User for breach of this Policy, including but not limited to claiming all costs, fees and disbursements (including but not limited to legal fees) connected therewith.

In addition, where the User is also a member of the School community, the School may take such action, disciplinary or otherwise as it deems appropriate. This includes immediate exclusion from the School premises and termination of the student from the School.

3. Definitions

School Network – This includes: all computing, telecommunication, and networking facilities provided by the School, with particular reference to all computing devices, either personal or School owned, connected to systems and services promoted by and supplied by the School.

13. Freedom of Speech and External Speaker Policy

1. Introduction

Freedom of speech and expression is extremely important at the London School of Commerce (LSC) and freedom to express ideas and opinions is regarded as a fundamental principle of the society to which we belong. At the

same time the LSC requires that all such freedoms are subject to limitations by law, to protect the rights and freedoms of others.

These guidelines set out how the rights and responsibilities associated with freedom of speech and expression, as operated at the LSC, should be followed by all staff, students, visiting lecturers/speakers, agency staff, apprentices, contractors and volunteers working at or with the School in any capacity or role.

These guidelines are supported and endorsed by students through receipt and confirmation at the Student Staff Liaison Committee.

2. Statement

2.1 The LSC recognises that it has certain legal obligations to protect lawful freedom of speech and expression, and wants all the LSC activities, including those hosted by our Students or other student groups, to be within the law, to be safe and without risk to the reputation of the School.

2.2   The School will not suppress freedom to express controversial or unpopular views, provided that these views are expressed and discussed in a way that does not constitute incitement to riot, insurrection, racial hatred, religious hatred, sexual harassment or other activity which is likely to cause a breach of the peace, public disorder, or otherwise to be against the law and that all viewpoints are discussed and debated with opposing in any way and equal counter-viewpoints.

2.3   Whilst the LSC upholds the principles of freedom of speech, it will not permit its staff, students or others associated with the School premises or resources to be used to promote or support extremism of any kind.

2.4   In considering whether to allow the expression of potentially controversial or unpopular views, the LSC will also take account of its wider legal duties. In particular, the need to:

- eliminate discrimination, harassment, victimisation and any other conduct that is prohibited by law;
- advance equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it;
- foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

3. Implementation

3.1   Where staff or students organise an external speaker at the School, all speakers must be approved by the School Management.

3.2   All speakers must be made aware by the organiser of their responsibility to abide by the law. Specifically, they:

- must not incite hatred, violence or call for the breaking of the law;
- are not permitted to encourage, glorify or promote any criminal acts including individuals, groups or organisations that support such acts;
- must not spread hatred and intolerance in the community and thus aid in disrupting social and community harmony;

- must seek to avoid insulting other faiths or groups, within a framework of positive debate and challenge;
- are not permitted to raise or gather funds for any external organisation or cause without express permission of the School Management.

The School has the right and the power to regulate and, if necessary, to impose conditions or restrictions on activities and events taking place on its premises if these guidelines are not followed, or, if health and safety regulations are not met.

In addition, any off-site activities and events held in the School's name or on its behalf, must be organised and managed in compliance with these guidelines.

4. Responsibilities

This guidance applies to:

- all employees of the School and those undertaking duties or responsibilities or actions on its behalf;
- all the LSC students (whether full or part-time) throughout the period in which they are formally enrolled;
- any student societies, clubs or associations;
- all persons invited by the LSC to speak or otherwise take part in teaching or any other LSC events which take place at School premises.

Programme Leaders are responsible for ensuring that this guidance is taken into account in the planning of teaching and learning activity;

5. Related Policies and Procedures

In its Prevent Policy the LSC operates a number of other Policy frameworks. These Include:
- The LSC Equality and Diversity Policy.
- The LSC Health and Safety Policy.
- The LSC Academic Regulations.

6. LSC Procedure for External Speakers

6.1.   If external speakers are invited to the LSC as part of its Module's standard teaching delivery or for an event, or to provide specialist advice, and there is any expectation or concern that the visit may raise controversial issues or involve discussions around potentially challenging topics, the procedure flowchart process indicated in 6.4 below must be followed.
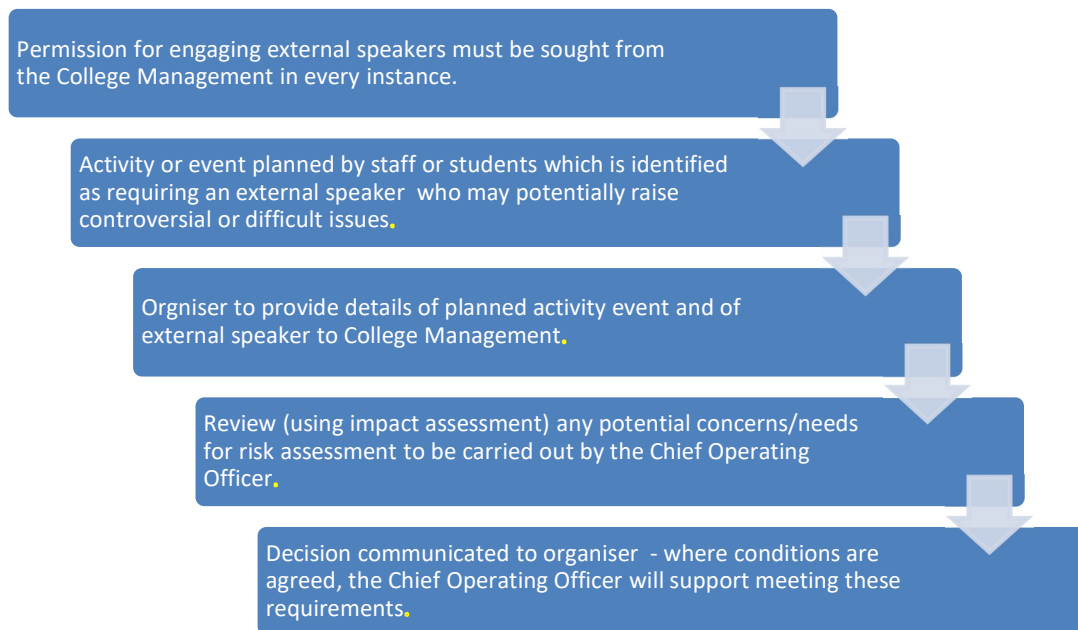
6.2.   The 6.4 procedure flowchart process and approval is to ensure that the right to freedom of speech is protected, whilst at the same time any potential risks that the freedom and rights of others may be affected are assessed and planned for.

6.3.   Therefore, it is the LSC's policy that no external speaker(s) may be considered, confirmed, invited, or be publicised until the procedure flowchart approval process implicated in 6.6 below has been followed.

6.4.   In following the procedure flowchart approval process as indicated in the procedure flowchart, the College commits not to suppress the expression of potentially controversial or unpopular views, whilst taking account of its wider legal duties. This will include the need to eliminate discrimination, harassment or victimisation and to provide opportunities to advance equality and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

6.4 Procedure Flowchart Approval Process
LONDON SCHOOL OF COMMERCE
External Speaker Approval

Procedure Flowchart

Permission for engaging external speakers must be sought from the College Management in every instance.

Activity or event planned by staff or students which is identified as requiring an external speaker who may potentially raise controversial or difficult issues.

Orgniser to provide details of planned activity event and of external speaker to College Management.

Review (using impact assessment) any potential concerns/needs for risk assessment to be carried out by the Chief Operating Officer.

Decision communicated to organiser - where conditions are agreed, the Chief Operating Officer will support meeting these requirements.

The organiser has the right to appeal against decisions made or conditions applied.

PART TWO

Additional Guidance for ensuring and enhancing the quality of online/digital learning

Having operated very successful as a provider of face-to-face education, the London School of Commerce (LSC) has taken the strategic decision to offer many of its programmes in the form of either online/digital learning or blended learning. This aligns with the vision of the School to**:**

> "*provide, within the environment of an independent educational establishment, quality higher education programmes in the fields of Business, Information Technology, E- Commerce, Technology and related fields.*"

The development of online/digital programmes supports the School's commitment to ensuring a conducive and enriching environment for students studying on its programmes and to contribute generally to the educational, economic and cultural development of the UK, and in particular, to educational development in overseas countries**.**

This guidance links the policies and procedures in the Quality Handbook to the provision of online learning. LSC is committed to ensuring that the same high quality learning experience is offered to students studying online as it is to those participating in face-to face programmes at the LSC.

The Quality Framework is aligned to the requirements of University Partners and Degree Awarding Bodies and ensures that academic standards continue to be met. This Guidance draws on a number of resources which include:

- The Quality Assurance Agency (QAA) guidance on "Building a Taxonomy for Digital Learning" [Building a Taxonomy for Digital Learning (qaa.ac.uk)]; (June 2020)
- The Quality Assurance Agency (QAA) "Questions to Inform a Toolkit for Enhancing Quality in a Digital Environment" [Questions to Inform a Toolkit for Enhancing Quality in a Digital Environment (qaa.ac.uk)](June 2020)
- The requirements of the NCFHE [Provision of Online Learning.pdf (gov.mt)]
- The National Commission for Further and Higher Education (NCFHE) Malta: National Quality Assurance Framework Standards Amended to also cover Online/Blended Learning (2017) [National Quality Assurance Framework Standards Amended to also cover Online/Blended Learning (gov.mt)]

The LSC Academic Regulations which form part of the LSC Quality Framework have been revised to make specific reference to online learning.
Each section of this document is referenced to the LSC Quality Handbook and to the 11 standards of the NCFHE

1.   Governance and Business Management (see pages 29-37)

The Management and Committee structures described on the above pages continue to form the governance structure for the LSC.

The Academic Board has overall responsibility for quality assurance; academic standards; learning, teaching and assessment (subject to collaborating University/Degree Awarding Body Regulations). The Board has a number of sub-committees which take direct responsibility at the operational level for assessment, teaching and learning, student liaison and research activities. These committees report directly to Academic Board which in turn reports to Council. To ensure that all those participating in online/digital learning are represented, meetings are held via the LSC video-conferencing system or Zoom as well as face-to-face. In particular Programme Management Committees (held at least once each semester) are held online to ensure both students and staff are represented. Student Staff Liaison Committee Meetings are convened once per semester and any action required/taken is reported to the Programme Management Committee. All Student Staff Liaison Committee Meetings for online/digital learners are held via Zoom, and timetabled, to ensure student representatives and members of the academic faculty are able to attend.

The Provost and Global Campus Director has strategic oversight of all programmes run by the LSC. S/he is responsible for monitoring and maintaining standards, quality assurance and enhancement. Senior Programme Leaders for undergraduate, postgraduate and research programmes manage specific areas of the curriculum. Each programme has a designated programme leader who oversees the day-to-day operation of the programme. These members of staff are available via email or telephone for students and teaching staff to contact. Where necessary meetings with staff and students are conducted via Zoom. Staff and students are represented on the Council, Academic Board, Programme Management Committee and Student Staff Liaison Committees. *(NCFHE standard 1 and 2)*

2. **Programme Design, Development and Approval (see pages 41-42)**

The majority of programmes are designed in conjunction with University Partners/Degree Awarding Bodies (DAB). The process for design, development and approval for online programmes is the same as that for programmes delivered face-to-face.

The Programme Design, Development and Approval Panel which includes, staff, students and external stakeholders in its membership, reports to Academic Board. Programmes are mapped against subject benchmarks and the National Qualifications Framework. All programmes are outcome-based and identify knowledge, skills and competences.

In the design of programmes offered online and in the writing of the programme specification and module specifications, particular reference is made to the delivery methods of the programme via Zoom and to the role of the LSC Portal in supporting students to access online resources and student forums. (for further details see xxx) All programmes use the UK system of academic credit in which 1 credit reflects 10 learning hours. Programme Specifications set out the number of contact hours for lectures (via Zoom), and/or seminars (also via Zoom) together with the required directed learning hours which students will undertake through research, reading, accessing learning resources, case study analysis, group work, formative assessments and final assessments. The student portal is the key repository for this information.

Full details of how the learning hours are made up are set out in the module specifications which form part of the programme specification. For 20 credit modules

(200 learning hours) 40 hours will of learning will **normally** be via lectures delivered via Zoom, 40 hours will be through seminars/tutorials and workshops delivered via Zoom or asynchronously via the student portal. The remaining 120 hours will be student guided and self-directed learning.

The approval process for all online/digital programmes requires the team to provide evidence that the teaching staff have the necessary academic and technical skills to deliver online and that the resources required for the directed learning elements of the programme are up-to-date and readily available to all participants.

For programmes being developed in conjunction with a University Partner/DAB, the programme will also be subject to the University/DAB approval processes. *(NCFHE standards 3)*

3. Recruitment and Admission (see pages 45-46)

Information for prospective students is available on the LSC Websites ([London School of Commerce Malta (LSC) • Courses (lscmalta.edu.mt)](lscmalta.edu.mt)). The on-line prospectus provides details of each programme including entry requirements. Students can contact the LSC Admissions Office via the website or by telephone or email. Support with the application process is provided by the LSC admissions team. All students wishing to participate in an online/digital learning programme are Interviewed via Zoom. They are required to provide authentication of their identity and qualifications during the online interview process. Where necessary (ie where prospective students do not have formal qualifications) they are required to complete an entry test to demonstrate that they have the necessary motivation and skills to effectively participate in an academic programme.

During the interview process they are made aware of the software and hardware they will need to effectively engage with online learning. They are also informed of the School's attendance requirements. *(NCFHE standard 5)*

4. Enrolment/Registration and Induction (see page 46)

Registration takes place online and is managed by the LSC administrative team. Once registered each student has a unique student identification number which enables his/her progress to be recorded and tracked throughout the programme. Students are provided with a timetable which sets out when they are expected to attend lectures and seminars via Zoom, as well as key dates for the submission of assessments.

Online induction in the form of a presentation via Zoom is provided for all students before they commence their programme. This covers the information set out on page 46 of this document. Students are signposted to the course information, academic regs etc – all of which are online. A demonstration of the student portal indicating the resources available for the programme forms part of the induction. Students meet their Programme Leader and some of the teaching staff via Zoom during induction. *(NCFHE standards 5, 7 and 9)*

5. Learning, Teaching and Assessment Strategy (see pages 16-24)

The LSC takes a student-centred learning approach for all its programmes and students are encouraged to be autonomous learners and to work in groups to learn

from one another. This is supported by the LSC portal where students can form discussion groups, and by free access to Zoom where students can organise their own study groups and meetings.

Teaching is delivered via Zoom and may take the form of formal lectures, class discussions, tutorials and workshops. All teaching is research informed and links directly to the research interests of staff delivering the programme. Guest Lectures enhance the learning experience and may deliver their sessions asynchronously through videos posted on the student portal or synchronously via Zoom.
Students are able to join lectures/seminars/guest speaker sessions being delivered via Zoom on other LSC campuses thus extending their range of learning resources and enabling them to interact with students from different learning communities.

The provision of Teaching Assistants enables students to have access to a second person other than the lecturer to whom they can turn for answers to questions whilst they are being taught. They can also seek advice, from the Teaching Assistants on assignments and on academic writing etc. Students know who their dedicated Teaching Assistant is for a module and can make appointments and/or turn up to support sessions (via Zoom) and wait to be seen.

For larger groups, Teaching Assistants are joined by a third member of staff (a Zoom administrator) whose role is to manage the 'mechanics' of Zoom, admitting students and arranging break-out groups, ensuring that students have cameras on and that the students' credentials match with those required by the automated attendance system, while the lecturer teaches and the Teaching Assistant focuses on answering questions.

A dedicated Zoom technical team, based centrally within the LSC Group services teaching colleagues worldwide. This team is responsible for setting-up Zoom classes and ensuring that the links are made available to staff and, through student admin and on the Portal, to students.

Assessment is designed to test the learning outcomes. Students will be subject to several different assessment metrics including online tests and examinations, reports, case-study analysis, projects, presentations and group work. Assessments are clearly timetabled at the beginning of the semester to ensure that students are not overloaded.

The security of the assessment process for online programmes is assured as follows:

- Examinations take place online and are supervised by invigilators. Students attend examinations with cameras on and must produce their student ID card which is checked by the invigilator. Scripts are submitted through a timed link on the student portal.
- All assignments are submitted using turn-it-in to check for plagiarism.
- Staff refer any assessment which they suspect may not have been authored by the student – eg may have come from an essay mill - to the Academic Mis-conduct Panel. (see Academic Regs section 20)

Feedback on assessed work is provided through the student portal.

Students can seek feedback on their marks via the student portal or by emailing their tutor, but the same rules for reviewing marks apply as for written submissions. (see Academic Regs sections 18 and 19) *(NCFHE standard 4)*

6. Resources (see page 52-53)

The policy for ensuring that there are adequate resources for students to effectively study on a LSC online programme is the same as that for face-to-face courses, and requires programme development teams to confirm that resource requirements have been met as part of the approval process.
The virtual learning platform which is accessed through the student portal contains module guides, lecture slides/notes and access to journal articles and the LSC digital library. The platform is managed locally with strategic direction from the LSC London.

Access to University Partner/DAB resources is also available online.

Students can obtain support and guidance from the LSC library team via email or telephone.

The LSC "Zoom" manual supports both staff and students in the effective use of Zoom. *(NCFHE standard 7)*

7. Staffing (see pages 23-26 and 54-55)

The LSC continues to ensure that all staff are adequately qualified to teach on the modules which they deliver. Qualifications are checked at the time of recruitment and staff are required to make a presentation on their subject area prior to being employed.

The induction of new staff now includes a training session on Zoom and access to the LSC Zoom operating manual. The requirement to provide clear teaching and learning resources on the Student Portal and the need to publish contact details and availability to students is emphasized to all staff delivering online programmes.

New staff are subject to a system of class observation, by the Programme Leader, during the first semester of their employment. This assesses both their teaching skills and the use of the technology. Areas for improvement are discussed and, if necessary, a staff development plan implemented with further reviews. Elements of good practice are noted and disseminated to other teaching staff.

The formal system of Peer review continues to be implemented annually for all teaching staff and is linked to student evaluations.
In addition, academic staff regularly join their peers' lectures via Zoom, to review content, observe pedagogical methods, and listen to student feedback. This facilitates the sharing of best practice and enables tutors to directly link their lectures to those of other module tutors, providing a more holistic learning experience for students.

Tutors are also able to obtain immediate feedback from students participating in their teaching sessions via the "chat" system on Zoom and then adjust their delivery accordingly.

Online learning effectively supports the enhancement of the student learning experience.

The School continues to support all staff in their continued professional development. *(NCFHE standard 6)*

8. **Programme Management and Academic Leadership**

(see pages 26-28, 48-49, 59)

Roles and responsibilities for the management of online programmes remain the same as those described on the above pages. However academic staff are required to ensure that the quality of the online learning delivery is continually monitored and enhanced to ensure that students engaged in this form of learning have a high-quality student learning experience. (see Programme Monitoring below for more details)

Student attendance is closely monitored by teaching colleagues and student admin, and absences followed-up. Registers are automated for Zoom sessions. This is uploaded to the student portal so that students can see their attendance record. Absences are noted and followed up via email or text.
Student progress is reviewed and recorded at each assessment point. Investigations are carried out where a student is failing to make the necessary progress to move to the next semester/stage of the programme. Where necessary, individual learning plans are put in place to enable students to resit the assessment for elements of the course they have failed.

Student Records and Certification are managed by the LSC in London with local access as required. *(NCFHE standards 1 and 5)*

9. Student Support **[see pages 49-50]**

Pastoral and administrative support is available to students via virtual "Zoom desks" where students can either book an appointment to speak to a welfare officer or the relevant administrator. Students also have email and telephone contacts for both pastoral and administrative support.

Academic support is provided by all tutors either via email, through the portal or by telephone. Tutors publish contact details and their availability in the Student Handbook (which is online) and via the student portal.

Academic Writing/Study skills are offered by the library team through the library Zoom desk or via email. Where necessary skills sessions are offered to students who need help with academic writing and assessments.

Teaching Assistants provide further academic and pastoral support for students.

English Language Support is available in digital format for students who need to improve their English language skills. *(NCFHE standard 7)*

10. Student Engagement **(see pages 7, 31, 57 and 64)**

Student Representatives are appointed for all programmes. They are elected by their peers via an online voting system. The LSC provides online training for representatives and ongoing support.

The Student Staff Liaison Committees which enable students to reflect on their learning experience and suggest changes to their programme are held online using Zoom, at a time which enables student representatives to attend. Actions taken in

response to student feedback and minutes of meetings are posted on the student portal.

All modules are evaluated online at the end of each semester. The results are analysed and contribute to the Staff review process. Where necessary, changes are made to the module content, delivery and assessment in response to student comments.

Students are required to complete programme evaluation forms, online, at the end of each stage of their programme. The results are analysed and contribute to the LSC monitoring and enhancement process. *(NCFHE standards 4, 7)*

11. Provision of Information **(see pages 55-64)**

The LSC policy for the management of information is the same for both online and paper-based information. The majority of information about the School, including programme specifications, admissions requirements, policies and procedures are online or can be downloaded from the LSC website as pdf files. Version control is strictly adhered to. Oversight of information is the responsibility of the Chief Operating Officer. *(NCFHE standard 9)*

12. Maintenance of Academic Standards **(see pages 8, 30-42)**

Academic Standards are monitored through the governance structures of the School, with the Academic Board responsible for the oversight of standards. Assessment Boards monitor the achievement of learning outcomes and ensure standards are maintained. Meetings are held online via Zoom to enable staff and external examiners to attend.

The School's policies and procedures for marking and moderation are applied to all assessment. First marking is undertaken by the module leader or designated tutor, a sample is second marked by a local tutor and then moderated by LSC staff in London.

The External Examiner confirms that marking is fair and consistent and that standards have been met.

All assessment, marking and moderation is completed online.

University Partners/DABs confirm that the standards for their awards have been met. *(NCFHE standards 1 and 5)*

13. Programme Monitoring and Review (see pages 37-45)

The LSC has effective and established policies for the regular monitoring, review and enhancement of all its programmes. This involves both internal and external stakeholders and draws on feedback from students and staff as well as analysis of the career destinations of students. University Partners/DABs regularly review the programmes offered by the School. These policies and procedures apply to programmes delivered online and to those delivered face-to face.

As part of the monitoring and review process the LSC continually updates and enhances its programmes and in particular ensures that learning and IT resources reflect the latest technology. *(NCFHE standards 10 and 11)*

14.   Research Policy **(see pages 4-14, 35-37)**

The School's research policy applies to online learning with staff expected to be a member of a research subject group and to use their research to inform their teaching. Students are able to be involved in research through online projects.

The Research Committee continues to review all research activities and meets via Zoom. *(NCFHE standards 4 and 6)*

15.   Diversity and Equal Opportunity **(see pages 29 and 60-66)**

The School's Diversity and Equal Opportunity policy is applied to online learning and supports students with special needs. *(NCFHE standards 1 and 2)*