

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

END OF PROBATION REVIEW *including Supplementary inspection on Change of Management* (Independent Higher Education)

INSTITUTION: London College of Contemporary Arts

ADDRESS: 9 Holborn
London
EC1N 2LL

HEAD OF INSTITUTION: Mr Sharjeel Nawaz

ACCREDITATION STATUS: Probation accreditation

DATE OF INSPECTION: 5 March 2019

ACCREDITATION COMMITTEE DECISION AND DATE: Accreditation, 23 May 2019

PART A – INTRODUCTION

1. Background to the institution

The London College of Contemporary Arts (LCCA/the Institution) is a privately-owned higher education provider, located in Holborn in the City of London. It is a specialist institution that delivers courses in fashion, visual arts and media and business and hospitality.

LCCA aims to provide creative, innovative and industry focused programmes that enable students to shape their future in employment.

LCCA was established in October 2016 as an independently run entity under Global University Systems (GUS), which is the parent company. The Institution is led by a Principal, who is supported by a Senior Management Team (SMT) consisting of a Head of Resources and two Heads of School. The Principal reports to the LCCA Board, which is chaired by the Chief Executive Officer (CEO) of GUS.

GUS provides payroll, human resources, marketing, finance and legal services to the Institution as well as access to administrative staff. GUS also determines the constitutional governance structure and policies in a number of areas.

2. Brief description of the current provision

LCCA's provision ranges from programmes at levels three to six in fashion, visual arts and media and business and hospitality. It offers six Bachelor of Arts (BA) programmes, six Higher National Certificates (HNC) and six Higher National Diplomas (HND). It offers one foundation programme and 18 short courses and Continuing Professional Development (CPD) programmes.

The Institution works in partnership with Walsall College for the delivery of the HNCs and HNDs. It also works with the awarding body, OCN London, in relation to its Access to Higher Education (HE) programme, although it is no longer advertising or recruiting to this. LCCA has a franchise agreement with Mod'Art International in Paris to deliver courses in London for its BAs in Luxury and Fashion, Business and Marketing and Fashion Design and with the Ecole D'Art Maryse Eloy (EME) Paris for the BA in Graphic Design.

LCCA has franchise arrangements with the University of East London to offer two top-up BAs in Hospitality Management and Business Management. It is also completing a franchise agreement with Buckinghamshire New University for two full and top-up BA degree programmes in Fashion Design and Graphic Design. The Institution is no longer recruiting students to the Master of Arts (MA) programmes offered with the Università Telematica Internazionale Uninettuno in Rome.

At the time of the inspection, there were 388 students enrolled on 20 courses. Of the 388 students, 28 were studying part-time. The majority of the students are female. Approximately one third of students are United Kingdom (UK) nationals. The remaining students are European and international students who already live and work in the UK. At the time of the inspection, there were two students under the age of 18. Students must meet standard published entry requirements to enrol on each course.

3. Inspection process

The inspection took place over one day. The inspection was undertaken by one inspector, who met with the Principal and other senior managers. Documentation was scrutinised in respect of the action points and recommendations identified at the last inspection. Meetings were held with course and programme leaders and managers, and with students. The Institution co-operated fully with the inspection.

4. Inspection history

PART B – JUDGMENTS AND EVIDENCE

The following judgments and comments are based upon evidence seen by the inspector during the inspection and from documentation provided by the institution.

1. Significant changes since the last inspection / background to the supplementary inspection

Since the previous inspection, there has been a change in senior leadership and management. The previous Managing Director and Executive Dean is now Executive Chairman and a member of the LCCA Board, but no longer leads the Institution day-to-day. A Principal was appointed in December 2018 and now leads the Institution, supported by the two Heads of School and the Head of Resources, who make up the Senior Management Team (SMT). The previous Academic Director retired in December 2018. Academic standards are now overseen by the SMT, supported by a Curriculum and Standards Manager (CSM) who was appointed in October 2018. The CSM is responsible for overseeing overall quality at LCCA and advising the Principal on quality and compliance related matters.

LCCA is no longer recruiting students to MA programmes or to the OCN Access to Higher Education (HE) programmes. Recruitment efforts are now focused on increasing student numbers onto UK-based HE programmes.

2. Response to actions points in last report

8.13 The Virtual Learning Environment (VLE) development must be completed and fully implemented to provide all students with appropriate access to relevant online course resources.

Following a small pilot launch, managers have used feedback from different stakeholders to further refine the VLE before making the system available to all students. The VLE system has been procured through the GUS partnership and staff have benefitted from the training and support provided by the eLearning team. Students have now received login details for the VLE platform, and those following business and management programmes will be able to access the system from April 2019, following a series of training events. Managers have a clear implementation plan in place, and it is planned that students on all courses will benefit from the VLE's online resources and communication functions from October 2019.

26.5 Further initiatives must be developed to fully engage with, and benefit from, the input of employers and industry.

LCCA has implemented a comprehensive industry engagement strategy, which includes the use of employer and community engagement logs. These logs provide a clear record of how staff and students are engaging with, and benefiting from, the input of employers and industry. Recent employer links include student charity projects, industrial visits to local businesses and employer presentations. An Employer Engagement Forum has been established which has clear terms of reference and an agreed membership. The forum is yet to formally meet but it is planned the group will meet biannually to review the engagement logs, evaluate the impact of engagement initiatives and maintain oversight of the industry engagement strategy.

3. Response to recommended areas for improvement in last report

It is recommended that LCCA ensures that the views of stakeholders are systematically canvassed so that they can inform curriculum developments.

Managers use a range of mechanisms for canvassing the view of stakeholders, including student focus groups, end-of-module surveys, annual student satisfaction surveys and alumni surveys. Feedback is considered when reviewing the curriculum and making enhancements and revisions. Managers acknowledge it would be beneficial to formalise employer stakeholder feedback and to use this data when shaping future curriculum decisions.

LCCA is encouraged to maximise the benefits of in-house staff development events by improving attendance.

Managers confirm that the very large majority of teaching staff are now on permanent contracts. As a result, in-house continuing professional development (CPD) events are well attended. Event schedules, CPD logs and attendance record sheets confirm that there is a clear focus on ongoing enhancement through professional development.

LCCA is recommended to develop the use of the online platform so that its potential is better realised as a support for students in all aspects of their studies including communication.

When the VLE system is fully implemented for all students in October 2019, it is hoped that all features will be operational, including integration with a leading online research database and advanced communication tools, which will support students in all aspects of their studies.

LCCA is encouraged to increase the course specific element of induction to better meet student expectations.

Managers, tutors and students confirm that the second day of each course induction is now led by subject specialists and focuses on course-specific skills development. In meeting with students, all confirmed that induction activities prepared them well to study on their respective courses.

The Institution should develop systems to ensure that all staff and students are fully aware of information and changes in policies and systems.

A range of systems are in place to ensure that both staff and students are kept up to date. A monthly staff bulletin has been introduced, curated by the CSM, to ensure that all staff are informed of any changes in LCCA policies and systems. The SMT now meet formally each month and cascade key information to their respective faculties. Heads of School also attend student council meetings to ensure student representatives are informed.

4. Compliance with BAC accreditation requirements

4.1 Governance, Strategy and Financial Management (full inspection)

The numbers below refer to the standards as presented in the Independent Higher Education scheme document and main full inspection report

1. The institution is effectively and responsibly governed

1.1	The overall organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.2	There is an identified senior committee, with decision-making authority on academic matters, in order to protect the integrity of academic freedom.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.3	The link between governance and management is clearly articulated and documented.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement, which is regularly reviewed and updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.6	Effective action is taken, by the governing body and senior managers, in response to the outcomes of regular risk assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.7	All relationships with other educational organisations are defined formally and are fully transparent with those organisations' requirements	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

- 1.8 There are clear channels of communication between the governing body, Yes No the executive, academic management, staff, including those working remotely, students and other stakeholders.

This standard is judged to be:

Met Partially Met Not Met

Comments

There is a well-defined organisational structure which clearly identifies the relationship between governance committee structures, as well as the functional units which are not directly managed and overseen by LCCA staff, but which provide central support services. The Quality Handbook accurately highlights the remit and membership of committees.

The LCCA Board continues to function effectively as the governing body and is chaired by the CEO of GUS. The LCCA Executive Chairman is a member of the LCCA Board, which meets on ten occasions throughout the year. The new Principal has previously been a GUS Board member and has worked closely with the Executive Chairman on developing HE partnerships for over four years. The Principal is suitably qualified and very experienced in further and higher education management, having previously been a Deputy Principal in a large, state funded further education college.

The SMT demonstrate a good awareness of their role and the new lines of responsibility and reporting since the departure of the previous Academic Director. The introduction of the CSM role provides useful support for the SMT and helps to ensure that key compliance and quality areas are effectively managed. Terms of reference are in place for the LCCA Board and meetings are fully recorded.

Risk is systematically reviewed and evaluated by the LCCA senior management team and Board, with additional oversight from the CEO of GUS. A detailed risk assessment plan and risk register are in place to review, monitor and manage risks. Risk assessment documentation is reviewed by the LCCA Board at least every six months.

2. The institution has a clear and achievable strategy

- 2.1 The institution has a clear strategy for the development of its higher education provision, which is supported by appropriate implementation plans and financial management and takes into account the quality of the student experience. Yes No
- 2.2 There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution. Yes No
- 2.3 The strategy is well communicated to all stakeholders within and outside the institution. Yes No
- 2.4 The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance and each are measured against strategic targets. Yes No

This standard is judged to be:

Met Partially Met Not Met

Comments

A clear and comprehensive strategic plan was updated in July 2018. The Principal has a sound understanding of the current plan and has no immediate plans to revise the current strategic objectives, preferring an evolutionary approach. The plan focuses on growth as a key objective, along with curriculum diversity and enhancement of teaching and learning. The plan has been made available to all staff online, with hard copies available in the library. A useful executive summary of the strategy is on the LCCA website and features in the staff induction pack for all new employees. Managers and tutors demonstrate a sound awareness of the Institution's main strategic objectives and educational direction. Regular and systematic performance reviews are undertaken, with performance evaluated against strategic targets.

3. Financial management is open, honest and effective

- | | | | |
|-----|------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 3.1 | The institution conducts its financial matters professionally, transparently and with appropriate probity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | The institution's finances are subject to regular independent external audit. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The LCCA Board has oversight of key financial decisions. There is a clear process for developing and monitoring the budget with clear lines of responsibility. Approval of the budget is given by the CEO of GUS. Annual accounts are subject to independent external audit.

4.2 Academic Management and Administration (full inspection)

The numbers below refer to the standards as presented in the Independent Higher Education scheme document and main full inspection report

4. The institution is effectively managed

- | | | | |
|-----|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------|
| 4.1 | The management structure is clearly defined, documented and understood by all stakeholder groups including governors, management, staff and students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.3 | There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision making. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.4 | Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action planning. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.5 | The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit-for-purpose. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Recent changes in the management structure have been incorporated into the revised organisational structure. The new structure is well understood by all stakeholders and ensures that appropriately delineated responsibilities and reporting arrangements at all levels is clear and effective.

The Quality Committee and Academic Board continue to meet regularly, have clear terms of reference and are well documented. The Academic Board is chaired by the Principal. The Board provides oversight of quality assurance and quality enhancement as well as responsibility for monitoring and review. Membership of the Academic Board includes the Heads of School, the CSM, course manager representatives and a student representative. Student attendance at committees allows the dissemination of relevant information to students through the student council meetings. The CSM is new in role and has not yet developed full links with quality staff employed by GUS.

Appropriate mechanisms remain in place which monitor the accuracy of internal and external information provided to stakeholders. Two bi-annual audits are completed by senior managers to review published information and ensure its accuracy. A clear protocol for the updating of information is established, with a revised privacy policy now in operation.

5. The institution is administered effectively

5.1	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.7	Students' records are sufficient, accurately maintained and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.8	Staff records are sufficient, accurately maintained and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.9	The institution has a robust security system and policies in place for protecting the data of its students and staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.10	The institution has processes, through which the institution verifies the student who registers on the programme is the same student who participates on and completes and receives the credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.11	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.13	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.14	There is a policy on the collection of and refund of students' fees which implemented effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Administration arrangements continue to be effective. Administrative staff are clear about their roles and responsibilities. Managers and administrators are also able to use the support of qualified and experienced central GUS administrators to ensure that additional administrative demands are met effectively.

Student records are maintained systematically. An enhanced online student database maintains very useful records on student attendance, progress, achievements and support. Data is shared effectively between key stakeholders, such as tutors, students, learning mentors and managers. It is then used to track progress and record support interventions as required.

Class timetable information, which is available to staff and students through an online platform, is also available via monitors which are mounted on each floor. Students confirm that classes are timetabled, and rooms allocated, appropriately for the courses offered. Inspection findings confirmed this view. A clear and transparent refunds policy is available from the LCCA website.

6. The institution employs and continues to support appropriately qualified and experienced staff

6.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which is designed to ensure the safety of the learners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.2	All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

6.3	There are clear and appropriate job specifications for all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.4	There are effective procedures for the induction of all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.5	All staff are treated fairly and according to a published equality and diversity policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.6	Staff have access to an appropriate complaints and appeals procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.7	Management monitors and reviews the performance of all staff, through a clearly documented and transparent appraisal system which includes regular classroom observations of teaching staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.8	The professional development needs of staff are identified through appraisal and other means, and measures taken to support staff to address these and gain additional qualifications, where relevant.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Staff appointments follow a clear procedure. Staff appointed since the previous inspection confirm they have completed a useful induction period, supported by the outgoing Academic Director. Clear job descriptions are in place for the new appointments. Teaching staff continue to have high levels of industry experience and are suitably qualified. Tutor performance is regularly reviewed by Heads of School and through quality assurance audits.

Managers complete regular observations of teaching and learning at all levels. This is supplemented by a programme of peer review observations to identify and share good practice. Tutors benefit from developmental feedback. The appraisal system identifies relevant development needs and informs the professional development calendar.

7. Academic management is effective

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study, which take account of the mission of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Intended learning outcomes for all programmes are clearly articulated, understood by students and are publicly available.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.5	Commissioning of course materials is managed effectively and materials and the budget are checked to ensure standardisation and consistency across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.6	Students are encouraged to take an active role in the development of the academic provision to ensure student centered learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Learning outcomes for all programmes continue to be clearly articulated. The procedures for the development of short courses and CPD courses are in compliance with GUS directives. LCCA managers regularly consult with industry when developing the curriculum.

Course tutors and coordinators confirm that they meet regularly to formally review all programmes. Resource

allocation is demand-led, managed by the Heads of School in conjunction with the Principal. Examples of resource procurement since the last inspection includes 25 new industry specification computers, to support students in the visual arts school, and new online initial assessment screening software. This software helps tutors better understand students' starting points and specific needs, particularly in relation to their level of functional English.

8. The institution takes reasonable care to recruit and enrol suitable students for its courses

8.1	Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Students are informed as to the necessary language requirements for entry on to programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.4	All students' application enquiries are responded to promptly and appropriately.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.5	Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.6	Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.7	The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.8	The institution has a clear policy on the accreditation of prior learning and prior experiential learning, which is brought to the attention of prospective students.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be: Met Partially Met Not Met

Comments

LCCA has a commitment to widening student access and participation in higher education. Managers and tutors recognise that many students lack confidence and have often returned to learning after some time. Students interviewed confirm they received excellent information, advice and guidance from LCCA to make informed choices about their studies. LCCA continues to operate a formal, and fully documented, application process, with a clear procedure for the processing of applications.

Students' numeracy and literacy skills are assessed on entry using online software. Appropriate support is offered where necessary, for example, via support workshops and one-to-one support from learning mentors.

9. The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities

9.1	The institution encourages academic staff to undertake research in relevant fields and to publish their findings.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.2	Academic staff are encouraged to engage in research and/or scholarship which informs their teaching.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.3	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

9.4 The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers. Yes No NA

This standard is judged to be: Met Partially Met Not Met NA

Comments

Teaching staff are encouraged to undertake scholarly activity and research in their relevant fields. The academic staff contract clarifies the expectation and requirement for staff to undertake appropriate scholarly activity to support their role.

Lecturers in the Business and Hospitality department have established a research nurture group which effectively promotes scholarly activity, disseminates academic research and supports staff to submit articles for publication. A number of staff have been successful in publishing academic contributions in peer reviewed journals, to further share best practice.

Staff benefit from access to a range of professional development activities both internally and externally. A staff development calendar identifies specific dedicated time for undertaking relevant development activities. LCCA hosts a number of industry speakers throughout the year, along with regular Expert Panel events, which provide useful opportunities for industrial updating and the development of industry knowledge and skills.

10. Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum

10.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered. Yes No

10.2 Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up-to-date. Yes No

10.3 There are effective procedures to update information on a regular basis to ensure its relevance and accuracy. Yes No

10.4 The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award. Yes No

10.5 Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials. Yes No

This standard is judged to be: Met Partially Met Not Met

Comments

LCCA operates from a single site which is accurately reflected in course literature and on the website. Students have access to accurate information on which to base their enrolment choices. There is a clear process and procedure in place for information review to ensure the accuracy and consistency of information provided to students and prospective students.

Two, bi-annual, audits are completed by senior managers to review published information and ensure its accuracy. A clear protocol for the updating of information is in place, with a privacy policy in operation.

4.3 Teaching, Learning and Assessment (spot check)

The standards are judged to be: Met Partially Met Not Met

Comments

The standards for teaching, learning and assessment continue to be met. In meetings with students, all confirmed they benefit from their tutors' high levels of industry expertise. As a result, they find lectures and seminars interesting and are developing a range of new practical skills. In the meeting with students, they confirmed how their confidence had developed significantly as a result of their courses.

From a spot check of teaching and learning, it is clear tutors plan their lessons effectively, setting clear objectives at the appropriate level. Resources are used well to support learning and development. Students are effectively challenged and questioned to assess their progress and deepen their understanding. Tutors have a very effective rapport with their students. They make students feel comfortable and welcome in class and all contributions are encouraged.

Curriculum managers in the School of Business and Management have introduced innovative learning and assessment methods to develop students' employability skills and also enhance levels of authenticity. For example, students can use Virtual Reality (VR) headsets to experience classes in different locations around the world. Students complete video logs and oral assessments to demonstrate their skills development.

4.4 Student Recruitment, Support, Guidance and Progression (spot check)

The standards are judged to be: Met Partially Met Not Met

Comments

Students are well supported by their tutors and learning mentors. They benefit from small class sizes and good levels of individual academic support. Effective personal and pastoral support is also provided. Learning mentors provide a valuable support referral service and complete success plans with students to support their ongoing development and progression.

The safeguarding policy is not fully up to date given the changes in senior management. Details of the Designated Safeguarding Lead (DSL) have not yet been updated. There is currently no Deputy DSL in place.

4.5 Premises, Facilities and Learning Resources (spot check)

The standards are judged to be: Met Partially Met Not Met

Comments

Students continue to have access to good quality learning resources in the heart of London. The premises provide a secure, clean and comfortable learning environment for study. At the time of the inspection, the fourth floor of the Institution was being remodeled to provide students with a comprehensive learning resource centre, providing access to all student resources and support functions in one location.

In response to student requests, the library now has extended opening hours on Saturdays and in the evenings.

4.6 Quality Management, Assurance and Enhancement (spot check)

The standards are judged to be: Met Partially Met Not Met

Comments

Arrangements to monitor student progress and achievement have been enhanced through the development of the LCCA student information system. The database can now be accessed by education partners, to carry out remote internal and external moderation and progress monitoring. Teaching staff are also able to monitor student progress more carefully and enhance the level and timing of support intervention required. As a result, student outcomes have increased by ten per cent on average.

Curriculum managers have a clear strategy in place for the prevention and management of student malpractice, including practical assessment arrangements to prevent plagiarism.

4.7 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF FINDINGS

FURTHER WORK TO MEET OUTSTANDING ACTIONS

8.13 The Institution must ensure the VLE is made fully available to all students following the large pilot.

High Medium Low

FURTHER WORK TO MEET OUTSTANDING RECOMMENDED AREAS FOR IMPROVEMENT

None

ADDITIONAL ACTIONS REQUIRED

The Institution must update the safeguarding policy to reflect the current staff members responsible for leading and monitoring student safeguarding.

High Medium Low

ADDITIONAL RECOMMENDED AREAS FOR IMPROVEMENT *(to be reviewed at the next inspection)*

The Institution should formalise arrangements for the systematic collection of employer stakeholder feedback.

The Institution could develop further links between the LCCA Curriculum and Standards Manager and the GUS Quality Team to share best practice and continue to enhance the quality of provision.

It is recommended that the Institution formally records the meetings of the Employer Engagement Forum and the review of the engagement logs, to evaluate the impact of closer industry engagement.