BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Re-accreditation Inspection

NAME OF PROVIDER: London School of Business and Finance – Executive Education

ADDRESS: Buchanan House
30 Holborn
London
EC1N 2LX

HEAD OF PROVIDER: Ms Karina Kizhner

DATE OF INSPECTION: 19 & 22 April 2021

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

☒ Re-accreditation awarded for the full four-year period

☐ Probation accreditation

☐ Decision on accreditation deferred

☐ Award of accreditation to be withdrawn

DATE: 19 July 2021

PART A – INTRODUCTION

1. Background to the provider

LSBF Executive Education (LSBF EE/the Provider) was formed as a separate division of the London School of Business and Finance (LSBF) in 2008. LSBF is a privately owned educational establishment that was founded in 2003 as an accountancy school. In 2014, LSBF became part of Global University Systems (GUS). As a result, LSBF EE also became part of GUS.

LSBF EE offers unaccredited internal awards in management, finance, marketing and leadership and related areas. It has full independent control of all the educational and quality assurance aspects of its provision. Its offices and training venue are located in central London in the United Kingdom (UK).

Only LSBF EE is included within the scope of this inspection and BAC's accreditation.

LSBF EE aims to prepare the global business leaders of tomorrow for leadership, excellence and success. The main guiding principles of the organisation are participant focus, employability and innovation.

The GUS group provides LSBF EE with business support services, including Human Resources (HR), premises, marketing, maintenance, health and safety oversight, Information Technology (IT), international participant recruitment, admissions and course design.

It has been necessary for LSBF EE to embrace online delivery since March 2020. A new Managing Director (MD) who has experience of installing and managing online delivery has been appointed to LSBF and this role includes executive management of LSBF EE. In carrying out her duties relating to LSBF EE, the MD is supported by an Academic Director, a Business Development Manager, a Project Manager and Delegate Support Officer. The MD reports to the board of GUS.

2. Brief description of the current provision

LSBF EE is a short-course provider offering programmes ranging from postgraduate certificates and diplomas to mini Master in Business Administration programmes (MBAs), management and leadership programmes as well as short courses. Programmes last fewer than 12 weeks, with the exception of the Postgraduate Diploma, which lasts for two semesters each of 12 weeks. The programmes cover the subject areas of marketing, management, finance and strategy.

Programmes are organised on a modular basis so that participants can choose a mix of modules to suit their individual needs. None of the programmes offered is externally accredited or subject to external awards, but they are recognised for the purposes of Continuing Professional Development (CPD). LSBF EE is a member of the CPD Certification Service (CPDCS). Participants are given a certificate of attendance or a certificate of completion by LSBF EE so that they can claim CPD accredited points awarded by CPDCS.

There were 42 participants enrolled at the time of the inspection, mostly from the UK, but there were also participants from other countries, including Italy, Spain and Russia. Generally, there is an equal proportion of male and female participants recruited. All participants are professionals and over the age of 18.

All courses have pre-defined entry requirements and enrolment information that are clearly stated on the website and the application form.

3. Inspection process

The inspection was carried out online by one inspector over two days. Meetings were held with the outgoing and incoming MDs, Director of Business Transformation, Academic Director, Delegate Welfare Officer, Careers Service Manager, Health and Safety Manager, two tutors and participants. A meeting was also held with representatives from GUS, including the Director of Admissions, Admissions Officer, Director of Brand and Marketing and an Educational Consultant. The inspector also scrutinised various documentation. A virtual tour of the premises was carried out. The staff and participants co-operated fully with the inspection process.

4. Inspection history

Inspection type	Date
Full Accreditation	12–13 October 2016
Interim	28 November 2017

PART B – JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the organisation.

INSPECTION AREA – MANAGEMENT, STAFFING AND ADMINISTRATION

1.   The provider is effectively managed

1.1	The management structure is clearly defined, documented and understood, including the role and extent of authority of any owners, trustees or governing body.	☒ Yes ☐ No
1.2	The head of the provider and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	☒ Yes ☐ No
1.3	There are clear channels of communication between the management and staff, including those working at the delivery venue or remotely.	☒ Yes ☐ No
1.4	The provider has a written statement of its mission and goals that effectively guides its activities, is communicated to all stakeholders and is effectively implemented and regularly reviewed.	☒ Yes ☐ No
1.5	The provider has a written risk management strategy, which includes financial planning and is effectively implemented and regularly reviewed.	☒ Yes ☐ No

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

Comments

The management structure is clearly defined and set out in the Provider's quality handbook. It is understood by all staff. The senior management of LSBF EE are well qualified and experienced for their roles, enabling them to oversee effectively the development of different methods of delivery that LSBF EE has recently embraced.

Weekly team meetings enable senior managers to discuss strategic, academic and operational matters with staff. An open-door policy exists where staff can discuss issues arising with senior managers.

The mission and goals of LSBF EE are clearly communicated to stakeholders through the Provider's online brochure, the online Learning Management System (LMS), which is accessible to all participants, and in documentation such as the quality handbook and participant handbook.

LSBF EE has a comprehensive risk management strategy that includes financial planning. Regular review of the strategy has led to actions being taken to mitigate the risks as far as possible, including providing cover where LSBF EE considers itself to be vulnerable through over-reliance on key post-holders within its structure. Other mitigating factors have been introduced in relation to ensuring that staff are fully aware of possible risks, for example the need for vigilance to avoid potential threats posed by online security breaches.

2.   The administration of the provider is effective

2.1	Administrators are suitably qualified and/or experienced, understand their specific responsibilities and duties and are effective in carrying them out.	☒ Yes ☐ No
2.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider.	☒ Yes ☐ No
2.3	The administrative support available to the management is clearly defined, documented and understood.	☒ Yes ☐ No
2.4	Administrative policies, procedures and systems are up to date, thorough, well documented and effectively disseminated across the provider.	☒ Yes ☐ No

2.5	Data collection and collation systems are effective in supporting the administration of the provider.	☒ Yes ☐ No
2.6	Participants' and trainers' personal records are sufficiently detailed and regularly updated.	☒ Yes ☐ No
2.7	The provider has a robust security system, with policies in place for protecting the data of its participants and trainers.	☒ Yes ☐ No

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

Comments

Administrators are suitably qualified and experienced to carry out their roles and clearly understand their specific responsibilities. The roles and responsibilities of administrative staff are set out in job descriptions and reviewed as part of the staff appraisal process.

The training that administrative staff receive when first employed continues as their role evolves, ensuring that they remain up to date with policies, processes and procedures and that organisational efficiency is maintained. The training clearly defines staff functions so that staff can provide effective support to the management of LSBF EE. The size of the administrative team is sufficient to administer the operation of LSBF EE effectively.

Policies, procedures and systems are efficiently disseminated to all staff. Administrative processes, including data collection and collation, are well documented and updated regularly as necessary by senior administrators, enabling the provision of appropriate guidance to staff for the efficient operation of the Provider.

There is a comprehensive staff handbook that covers disciplinary and grievance procedures. There is also a participant handbook that covers a comprehensive range of material, including policies and procedures relating to discipline, appeals and complaints. A comprehensive online delivery handbook provides specific guidance to LSBF EE's participants.

Participants' and tutors' personal data is appropriately detailed and is securely held in a centralised, password-protected database. Administrative staff are provided with specific permissions to access data as necessary to carry out their role.

3. The provider recruits appropriate staff

3.1	There are appropriate policies and effective procedures for the recruitment of suitably qualified and experienced staff which include, for self-employed staff, the development of a signed performance service level agreement.	☒ Yes ☐ No
3.2	Experience and qualifications are appropriately checked and verified before recruitment and records are accurately maintained.	☒ Yes ☐ No
3.3	The recruitment process for trainers working remotely includes a face-to-face online interview.	☒ Yes ☐ No ☐ NA
3.4	There is an effective system for regularly reviewing the performance of all staff, which, for trainers, includes regular, scheduled course delivery observations.	☒ Yes ☐ No
3.5	Managerial and administrative staff are appropriately supported in their continuing professional development.	☒ Yes ☐ No

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

Comments

A centralised staff recruitment policy is employed by LSBF EE when recruiting staff. This policy, which requires experience and qualifications to be appropriately verified, is sufficiently robust to ensure that only staff who are suitable for their role are employed. Self-employed staff sign a performance service level agreement. Staff records are accurately maintained.

The recruitment process for all staff includes a face-to-face interview. This includes staff who are working remotely.

All staff are regularly appraised. The appraisal process includes a review of past performance and staff development needs. This provides staff with confidence to continue to carry out their roles efficiently and effectively.

Scheduled observations of tutors in class are carried out at least once a year. Records of classroom observations are well maintained. However, not all classroom observation records have been signed by both the observer and the tutor being observed because of a lack of access to printers and scanners during the Covid-19 pandemic. It would enhance the system if both parties evidenced their agreement to the contents of the observation records.

LSBF EE maintains a culture of CPD, with each member of staff providing records of the training they complete each year. Support for the staff's CPD activities is provided by LSBF EE where appropriate.

4.	**Publicity materials, both printed and online, provide a comprehensive, up-to-date and accurate description of the provider and its courses**		
4.1	Text and images provide an accurate depiction of the provider's location, premises, facilities and the range and nature of resources and services offered.	☒ Yes	☐ No
4.2	Information on the courses available is comprehensive, accurate and up to date.	☒ Yes	☐ No
4.3	The provider's key policies are accessible through the website.	☒ Yes	☐ No

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

Comments

LSBF EE provides comprehensive, accurate, up-to-date information regarding its programme offer. Text and images in the publicity material show the location, premises and facilities and the range and nature of the provision.

The website is subject to regular audits, and any amendments must be authorised at a senior level, enabling strong control over LSBF EE's marketing literature.

Key policies are accessible through the website.

5.	**The provider takes reasonable care to recruit and register suitable participants for its courses**	
5.1	The provider ensures that the specific courses on which participants are registered are likely to meet the participants' expectations and needs.	☒ Yes ☐ No
5.2	Entry requirements for each course, including those relating to language ability, where applicable, are set at an appropriate level and clearly stated in the course descriptions read by prospective participants.	☒ Yes ☐ No ☐ NA
5.3	A formal application and selection process ensures that participants meet the entry requirements.	☒ Yes ☐ No ☐ NA
5.4	Applicants are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration.	☒ Yes ☐ No
5.5	The provider replies to all application enquiries in line with its appropriate target response times and all stakeholders are briefed properly on the nature and requirements of its programmes.	☒ Yes ☐ No

5.6	Overseas recruitment agents are properly selected, briefed, monitored and evaluated.	☐ Yes ☐ No ☒ NA
5.7	The provider has effective systems to identify participants who have special educational needs and/or disabilities requiring additional learning support or other assistance.	☒ Yes ☐ No

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

Comments

Entry requirements, including language capability, are clearly stated on the Provider's website and in the application form. Each participant receives a detailed programme outline. A formal application process requires prospective participants to complete a personal statement that enables a judgment to be made by staff as to whether the applicant meets the entry requirements.

LSBF EE's staff reply to application enquiries in a timely manner and provide appropriate information on programme content and requirements. Advisers are available to discuss programme content with prospective applicants, enabling applicants to judge for themselves the suitability of the programmes to meet their specific needs and expectations.

Overseas agents are not currently employed, although a robust framework for their selection, briefing, monitoring and evaluation is in place should they be used in the future.

The application form requires prospective applicants to state any special educational needs and/or disabilities. Wherever possible, LSBF EE accommodates these needs by making appropriate provision with a support plan. An inclusive practice handbook provides guidance on the processes and responsibilities of staff and is a reference manual for all departments that have responsibility for supporting participants with long-term conditions that may affect their studies.

6.	**There is an appropriate policy on participant attendance and punctuality and effective procedures and systems to enforce it**	
6.1	There is a clear policy on participant attendance and punctuality that is communicated to all participants and other stakeholders.	☒ Yes ☐ No
6.2	Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and regularly reviewed.	☒ Yes ☐ No ☐ NA
6.3	Participant absences are followed up promptly and appropriate action is taken.	☒ Yes ☐ No ☐ NA

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

Comments

The policy on attendance and punctuality is available through the LMS and is provided to all participants. Registers of attendance are completed at the beginning of each class and punctuality is recorded.

Weekly attendance reports are collated and reviewed.

Prompt action is taken by the Academic Director where there are cases of concern, particularly in respect of participant absence.

7.	**The provider has effective systems to monitor its own standards and assess its own performance with a view to continuous improvement**	
7.1	There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance.	☒ Yes ☐ No

7.2	The provider has effective mechanisms for obtaining feedback from participants and other relevant stakeholders, such as staff, partners and employers, on all aspects of the provider's provision, including formal participant representation where appropriate.	☒ Yes ☐ No
7.3	Feedback is obtained, recorded and analysed on a regular basis.	☒ Yes ☐ No
7.4	The feedback is reviewed by management and appropriate action is taken.	☐ Yes ☒ No
7.5	There is a mechanism for reporting to the participants what the provider has done in response to their feedback.	☒ Yes ☐ No
7.6	Reports are compiled at least annually, which include the results of the provider's performance reviews, an analysis of appropriate data, including participant feedback, and action plans.	☒ Yes ☐ No
7.7	Action plans are implemented and regularly reviewed, with outcomes reported to management.	☒ Yes ☐ No

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

Comments

There is an effective system in place for monitoring and reviewing LSBF EE's performance. This includes obtaining feedback from participants mid-way through and at the end of each programme. The feedback covers all aspects of the provision. The feedback is recorded and reviewed in team meetings and is considered by the Academic Director and support staff.

Tutors provide a report at the end of each programme that contains details of the feedback received. School monitoring reports are compiled at the end of each semester and include an analysis of results and a summary of the stakeholder feedback received. In addition, the views of industry experts are considered in making changes to course syllabi and content. This enables management to review feedback from industry experts effectively and to consider changes in delivery to enhance quality and performance.

LSBF EE employs a system of quality assurance that feeds into the end-of-semester school reports and annual institution reports to its Academic Planning Committee (APC). The APC receives the school monitoring reports and an institution-wide annual monitoring report, which is escalated to the Advisory Board. The Advisory Board considers the reports when reviewing LSBF EE's overall strategic plan. The school monitoring reports include stakeholder feedback.

Feedback for short courses is reviewed and minutes are taken at the weekly operations meeting, followed by a discussion between the Academic Director and the tutor. Other follow-up action also takes place such as advising admissions on any comments made. For participants completing courses that lead to Postgraduate Certificates, a special meeting is held between the Academic Director and Delegate Support Officers, feedback is reviewed and necessary action is taken. A follow-up meeting is then held between the Academic Director and the tutor.

7.4. Appropriate action in response to feedback is not always taken. Complaints made by participants and staff in respect of ongoing deficiencies, particularly relating to the cleanliness, upgrading and modernisation of facilities, have not been actioned in a timely manner.

Participants confirmed that they have received information in response to their feedback where action has been taken by LSBF EE management. As a result, they are aware of what has been done by the Provider.

Reports are produced annually and include the results of LSBF EE's performance reviews, including stakeholder feedback and an analysis of relevant data. These reports include action plans that are reviewed by management and outcomes are reported. The school monitoring reports completed at the end of each semester do not contain action plans to address deficiencies identified at that stage and to ensure that such action is reported to management.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

8.   Course management is effective

8.1	There is a suitably qualified and/or experienced course manager or management team with responsibility for course delivery and the management of the trainers.	☒ Yes	☐ No
8.2	Training sessions are timetabled and rooms are allocated appropriately for the courses offered.	☒ Yes	☐ No
8.3	The allocation of trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency across all provision.	☒ Yes	☐ No
8.4	The commissioning of individual course materials is managed effectively and the content and style of the materials are checked to ensure standardisation across the provision.	☒ Yes	☐ No
8.5	There are appropriate policies and procedures for the acquisition of teaching/training and learning resources, which ensure that all trainers have access to the appropriate quantity and quality of resources on the day(s) of the course for the benefit of the participants.	☒ Yes	☐ No

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

Comments

The Academic Director has overall responsibility for course delivery and is qualified in multiple disciplines, including teaching, and has wide experience in delivering high-quality academic programmes.

All classes are timetabled appropriately in co-ordination with the central room-booking system operated by GUS. Details of the classrooms, showing courses and teaching sessions, are displayed at the reception area and on notice boards for the in-person delivery.

A classroom observation of each tutor takes place at least once a year, conducted by an academic team member, and feedback is provided that forms part of the tutor's staff performance and development review. In this way, senior management and tutors are able to identify strengths as well as weaknesses that need to be addressed. In addition, senior managers are able to maintain consistency in delivery to ensure that participants receive a good-quality learning experience.

The acquisition of learning materials is effectively managed and budgeted for, with core lesson materials checked for content and procured in advance of a programme starting. The learning resources are clearly set out in programme syllabi. Participants and tutors all have access to physical texts on campus and electronic articles through the LMS, which effectively facilitates independent learning.

9.　The courses are planned and designed in ways that enable participants to succeed

9.1	The courses' design and content reflect current knowledge and practice and are regularly reviewed and revised.	☒ Yes	☐ No	
9.2	Courses are designed in ways that allow participants to develop the knowledge and skills required for final examinations and/or assessments or that meet the needs of their employers.	☒ Yes	☐ No	☐ NA
9.3	Course materials are designed for a specific and clearly stated level of study and include appropriate support material.	☒ Yes	☐ No	☐ NA
9.4	Course materials are appropriately presented and sufficiently comprehensive to enable participants to achieve the course objectives.	☒ Yes	☐ No	
9.5	Teaching/training sessions maintain an appropriate focus on any assessment objectives or statement of intended learning outcomes established by the awarding and/or examination body.	☐ Yes	☐ No	☒ NA
9.6	The courses are designed so that participants are encouraged and enabled to develop independent learning skills.	☒ Yes	☐ No	☐ NA
9.7	The academic and/or professional backgrounds and particular support needs of participants are taken into account in the planning and design of the course.	☒ Yes	☐ No	

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

Comments

An annual review of course content takes place, including input from subject experts, to ensure the ongoing currency of the provision. Feedback from external experts, industry partners and participants is considered when reviewing the content of courses, ensuring that they are appropriate to meet the participants' practical needs in pursuing their careers and employment.

The assignment briefs and assessment criteria relating to each learning outcome are clearly set out in the programme. This enables participants to be well briefed on the requirements for success in completing their assessments.

Programme materials are purposely designed and developed at an appropriate level to enable participants to achieve the learning outcomes.

Completed lesson plans are quite detailed, but a minority are insufficiently explicit in directing participants to specific recommended reading, for example providing chapter references rather than just the name of the textbook, to ensure that the programmes' particular learning outcomes are covered.

Each programme contains a self-learning element that requires participants to undertake some pre-reading before classes take place. Participants are continuously encouraged to reflect on programme content during classes and to identify independent learning that they aim to pursue after the programme has concluded.

A pre-course questionnaire is sent to each participant seeking their expectations of the programme. The answers are analysed and passed to the relevant tutor. By doing this, the tutor is able to tailor the materials and content, as far as possible, to meet these expectations without losing sight of the programme's overall objectives or intended learning outcomes.

10.	**Trainers are suitable for the courses to which they are allocated and are effective in their delivery**	
10.1	Trainers have a level of subject knowledge, and pedagogic and communication skills, which allows them to deliver courses effectively.	☒ Yes ☐ No
10.2	Trainers are supported in their continuing professional development and are enabled to develop further pedagogic techniques to enhance the learning of participants.	☒ Yes ☐ No ☐ NA
10.3	Trainers respond to the different backgrounds and particular support needs of participants in their delivery of the teaching/training sessions.	☒ Yes ☐ No
10.4	Trainers employ effective strategies to involve all participants in active participation and to check their understanding of concepts and course content.	☒ Yes ☐ No

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

Comments

All tutors are qualified to at least postgraduate level, and their previous industry experience is taken into account in their appointment. The appointment process for tutors includes a panel interview and a simulated classroom activity to judge their manner and suitability for teaching at an executive level.

Tutors are able to access any courses offered by LSBF EE free of charge for the purposes of enhancing their skills and knowledge. Their pedagogic skills are monitored by the Academic Director and enhanced through CPD where appropriate. This is actively encouraged by senior managers.

Tutors respond sensitively to the different cultural backgrounds and support needs of participants. Tutors are able to prepare for this through the pre-course questionnaire that is sent to participants. In addition, they respond appropriately to any needs that become apparent during the teaching sessions. This was confirmed by tutors and participants, who were interviewed separately during the inspection. Inspection findings confirm this to be the case.

All teaching sessions involve discussion in pairs or groups. The main focus in teaching is on problem-solving, which encourages active participation from participants and enhances their confidence and self-reliance. This was exemplified in the online classes observed during the inspection.

11.	**Participants receive appropriate assessment and feedback on their performance and progress, both of which are effectively monitored**			
11.1	Courses include a schedule of assessments, the procedures and criteria for which are available in writing and are provided in advance to participants and trainers.	☒ Yes	☐ No	☐ NA
11.2	Ongoing assessments appropriately reflect the content and standards of final assessments.	☒ Yes	☐ No	☐ NA
11.3	Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress, and prompt intervention takes place if required.	☒ Yes	☐ No	☐ NA
11.4	Participants are made aware of how their progress relates to their target level of achievement.	☒ Yes	☐ No	☐ NA
11.5	Additional support and/or advice on alternative programmes is provided to participants who are judged not to be making sufficient progress.	☒ Yes	☐ No	☐ NA
11.6	Feedback is given to individual participants on a regular basis, tailored to meet their specific needs and constructive in its nature and delivery.	☒ Yes	☐ No	
11.7	Participants have appropriate access to trainers outside the scheduled course delivery time.	☒ Yes	☐ No	☐ NA
11.8	The provider takes appropriate steps to identify and discourage cheating and plagiarism and penalises offenders.	☒ Yes	☐ No	☐ NA
11.9	Realistic deadlines are set and communicated well in advance to participants and any required coursework and revision periods are scheduled in advance.	☒ Yes	☐ No	☐ NA
11.10	Prompt action is taken when participants miss deadlines or when the work submitted is not of a satisfactory standard.	☒ Yes	☐ No	☐ NA

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

Comments

Assessment briefs and instructions are clearly set out and communicated in written and spoken form to participants in good time, along with deadlines for submission.

The assessment briefs are clear and reflect the learning outcomes of the assignments that are set. The briefs include informative assessment criteria and grade descriptors that enable participants to clearly understand what is required in order to succeed. Tutors engage in informal formative assessment, which helps participants gain confidence.

Informal formative assessment and individual discussion enable tutors to monitor participants' progress and to provide constructive feedback, making participants aware of how they are proceeding towards achieving the programme's and their own objectives. Owing to the small class sizes, tutors are able to provide individual attention and therefore, if required, they are able to take prompt action in cases where participant progress is unsatisfactory.

Admission criteria are clearly set out, but participants on postgraduate programmes are able to switch to other LSBF EE provision, within the first two weeks, if this would better meet their needs. This decision will normally be made after receiving support from the course tutor and also from senior management, who are trained in advising participants on their different options.

All participants have e-mail access to tutors. If they require further assistance, extra time can be booked with the tutor.

LSBF EE takes academic dishonesty seriously and operates an assessment policy that outlines penalties if cheating and plagiarism are found. Participants are made aware of the policy at induction, during an academic writing workshop that takes place on the postgraduate certificate programmes, and via their handbook. All assignments are subject to checks by electronic means, and any suspicious work is reviewed and action is taken in accordance with the assessment policy before results are declared.

Where deadlines are missed or work is of an unsatisfactory standard, communication is made with the participant in order to work with them to try to resolve the issue in accordance with the assessment policy.

The assessment procedures and policy are made clear to all participants from the outset. This provides effective guidance on what is expected of them and informs them about the support they can expect from tutors.

12. The provider offers courses leading to accredited awards granted by recognised awarding bodies

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

Comments

13.	There is a clear rationale for courses leading to unaccredited or internal awards, i.e. awards that are made on the basis of the outcomes of formal internal assessment methods			
13.1	There is a clear statement of the level claimed relative to the RQF, CQFW or SCQF and evidence that participants who receive the award meet the stated requirements for that level.	☐ Yes	☐ No	☒ NA
13.2	There is evidence of the extent to which the awards are accepted for the purposes of employment or further study.	☒ Yes	☐ No	☐ NA
13.3	External moderators are involved in the assessment process.	☒ Yes	☐ No	☐ NA

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

Comments

The Provider offers programmes described as postgraduate at certificate and diploma level, such as the Postgraduate Diploma. All successful candidates will receive an LSBF EE certificate of completion. All 20 postgraduate modules were externally reviewed in October 2016, and internal documentation includes a declaration that they are at an appropriate level relative to the Regulated Qualifications Framework (RQF) Level 7. However, the programmes do not carry credit points at RQF Level 7, although this is not made clear in the promotional materials or website and neither the promotional literature nor the website describe the postgraduate programmes as being at RQF Level 7.

The quality handbook states that all programmes are subject to a periodic review process that takes place following the completion of each intake. The review process undertaken does not meet the expectations of a programme review, which would normally take place every few years and would involve external input to ensure that quality and standards are maintained at the appropriate level.

Industry specialists are involved in course content and design, which ensures that module material is current and at an appropriate level for the purposes of employment or further study if required.

External moderation of postgraduate certificate programmes was suspended for two semesters from March 2020 as a result of the financial difficulties experienced by LSBF EE. External moderation of postgraduate programmes was resumed in the autumn of 2020.

14.   There are satisfactory procedures for the administration of examinations and other means of assessment

14.1	The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration.	☐ Yes ☐ No ☒ NA
14.2	For internal awards, there are effective systems in place for examination security and administration.	☐ Yes ☐ No ☒ NA
14.3	For internal awards, there are clear procedures for participants to appeal against their marks.	☒ Yes ☐ No ☐ NA

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

Comments

There are no awarding bodies associated with LSBF EE awards.

There are no assessments carried out by examination.

A comprehensive appeals process is in place for participants to use if they wish to challenge grading.

15.   There is appropriate provision of advice for participants intending to proceed to employment or higher/further education

15.1	Participants have access to advice from an appropriate staff member on further study and career opportunities.	☒ Yes ☐ No ☐ NA
15.2	If the provider offers courses preparing participants for higher/further education, they have access to prospectuses and advice from a designated staff member both on selecting courses and institutions and on the application process.	☐ Yes ☐ No ☒ NA

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

Comments

Participants are able to discuss further study or career development with tutors or senior management. In addition, participants have access to LSBF EE's careers adviser, who gives a presentation during the induction programme, provides one-to-one counselling and workshops, and organises internships and guest speakers.

As a result, the careers advisory service is comprehensive and user friendly and is a helpful resource for participants to access.

LSBF EE does not offer provision that prepares participants for higher or further education.

INSPECTION AREA – PARTICIPANT WELFARE

16.   Participants receive welfare support appropriate to their age, background and circumstances

16.1	There is at least one named staff member responsible for participant welfare who is suitably trained and/or experienced, accessible to all participants and available to provide advice.	☒ Yes ☐ No
16.2	Participants receive appropriate information, advice and guidance before the start of the course.	☒ Yes ☐ No

16.3	Participants receive an appropriate induction and relevant information at the start of the programme.	☒ Yes ☐ No
16.4	Participants are issued with a contact number for out-of-hours and emergency support.	☒ Yes ☐ No ☐ NA
16.5	The provider has policies to avoid discrimination and a procedure for dealing with any abusive behaviour, including cyberbullying, and these are effectively implemented.	☒ Yes ☐ No
16.6	Effective safeguarding arrangements are in place for participants under the age of 18 and vulnerable adults, which are regularly reviewed.	☐ Yes ☐ No ☒ NA
16.7	A suitable policy and effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	☒ Yes ☐ No
16.8	There is an e-policy in place that references any existing staff and participant codes of conduct and covers participants' on-site use of social media and devices such as mobile telephones, tablets and cameras.	☒ Yes ☐ No ☐ NA
16.9	The provider collects contact details for participants and their next of kin and appropriate staff can access the information quickly and easily, in and out of normal operating hours.	☒ Yes ☐ No

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

Comments

There is a dedicated staff member with relevant experience who has responsibility for participant welfare and is available for advice.

Welfare support information is published in the participant handbook and included in the induction programme. The policy on welfare is reviewed and updated biannually.

The comprehensive induction programme containing relevant information is conducted on the Friday before teaching commences each semester, and it is recorded for participants that are not able to attend in person. Participants attending short courses receive a recorded version of the induction programme prior to the beginning of their programme.

Out-of-hours emergency contact details are provided to all participants and are listed in the participant handbook.

Policies on harassment, bullying, including cyberbullying, and abusive behaviour are available through the LMS and are included in the participant handbook.

LSBF EE does not recruit participants under the age of 18. On the very rare occasions where participants with physical disabilities are recruited, support is provided that is appropriate to their needs.

A clear policy and effective arrangements, including a risk analysis and certified training of staff to protect participants from the risks associated with radicalisation and extremism, are in place.

There is an appropriate e-policy referencing staff and participant conduct and use of social media.

Information on participants and the contact details of next of kin are securely held and accessible in and out of normal operating hours.

It is clear that participants are able to progress with their programmes and receive welfare support that is appropriate to their age, background and circumstances.

17.   International participants are provided with specific advice and assistance

17.1	International participants receive appropriate advice before their arrival on travelling to and living in their host country.	☒ Yes	☐ No
17.2	International participants receive an appropriate induction upon arrival covering issues specific to the local area.	☒ Yes	☐ No
17.3	Information and advice specific to international participants continue to be available throughout their course of study.	☒ Yes	☐ No
17.4	Provision of support takes into account cultural and religious considerations.	☒ Yes	☐ No

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

Comments

The welcome and introduction e-mails provide international participants with relevant advice prior to their arrival. The participant handbook and enrolment communication also provide suitable support.

The induction programme is comprehensive and addresses the specific needs of international participants. Additional support is provided by tutors and welfare staff as necessary.

The support staff are available for all participants during the period of the programmes and provide advice on life in the UK for those who require it.

LSBF EE's staff clearly understand the requirement to provide support for participants in relation to their cultural or religious needs. They are able to direct participants to sources of support if that cannot be provided by the staff.

The international participants are well supported, enabling them to concentrate on gaining as much as possible from the programmes in the knowledge that they can rely on staff assistance for their welfare needs.

18. The fair treatment of participants is ensured

18.1	Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions, which include appropriate refund arrangements and a cooling-off period.	☒ Yes	☐ No	
18.2	Participants have access to a fair complaints procedure, of which they are informed in writing at the start of the course.	☒ Yes	☐ No	
18.3	Participants are advised of BAC's complaints procedure.	☒ Yes	☐ No	☐ NA

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

Comments

Fair and transparent terms and conditions are available to participants on the website and on the application form. Appropriate refund arrangements are included that incorporate a cooling-off period.

The Provider's complaints policy is available on the website, in the LMS and in the participant handbook. The latter also includes guidance on BAC's complaints procedure.

19. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised

19.1	Any residential accommodation is clean, safe and of a standard that is adequate to meet the needs of participants.	☐ Yes	☐ No	
19.2	Any residential accommodation, where participants under 18 are accommodated, is open to inspection by the appropriate authorities, including Ofsted.	☐ Yes	☐ No	☐ NA

19.3	Clear rules regarding fire safety and other health and safety procedures are in place and appropriate precautions are taken for the security of participants and their property.	☐ Yes ☐ No
19.4	A level of supervision is provided that meets the needs of participants.	☐ Yes ☐ No
19.5	Appropriate measures are in place to ensure that participants under the age of 18 and those over the age of 18 are separated when allocating accommodation.	☐ Yes ☐ No ☐ NA

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

Comments

20. **The welfare of participants in home-stay accommodation is ensured and the provider's relationship with the hosts is properly managed**

20.1	Due care is taken in selecting home-stay accommodation that both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back.	☐ Yes ☐ No
20.2	Any home-stay accommodation is inspected before participants are placed and is subject to regular re-inspection by a responsible representative or agent of the provider.	☐ Yes ☐ No
20.3	The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision.	☐ Yes ☐ No
20.4	Appropriate advice and support are given to both hosts and participants before and during the placement.	☐ Yes ☐ No
20.5	Clear monitoring procedures are in place, with opportunities for participant feedback and prompt action taken in the event of problems.	☐ Yes ☐ No

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

Comments

21. **Participants have access to an appropriate social programme and information on leisure activities in the local area**

21.1	Participants are provided with appropriate information on opportunities for participation at events and other leisure activities that may be of interest.	☒ Yes ☐ No
21.2	The social programme is responsive to the needs and wishes of participants.	☐ Yes ☐ No ☒ NA
21.3	Any activities within the social programme have been chosen with consideration for their affordability for the majority of participants.	☐ Yes ☐ No ☒ NA
21.4	The activities organised by the provider are effectively supervised by a responsible adult representative with suitable qualifications and/or experience.	☐ Yes ☐ No ☒ NA
21.5	Off-site social activities are subject to an appropriate risk assessment and suitable safeguards are put in place as a result.	☐ Yes ☐ No ☒ NA

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

Comments

LSBF EE does not provide a formal social programme, although advice on local events and activities is available through LSBF EE or by word of mouth.

Appropriate leisure activities are available through LSBF and additional professional development and social events are provided through LSBF's partnership with the Junior Chamber International London (JCI).

Social activities are publicised via posters, on notice boards and through e-mails. The programmes are either free or easily affordable and appropriately aimed at young professionals.

INSPECTION AREA – PREMISES AND FACILITIES

22. The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises

22.1	The provider has formal arrangements in place that mean it has possession of and/or access to suitable premises.	☒ Yes ☐ No
22.2	The provider has access to suitable external premises of a temporary or occasional nature for training purposes.	☐ Yes ☐ No ☒ NA

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

Comments

LSBF has secure tenure on its premises provided by a lease that expires on 30 June 2029. LSBF EE uses the same premises as LSBF.

LSBF EE does not require the use of additional external premises for its courses.

23. The premises provide a safe, secure and clean environment for participants and staff

23.1	Access to the premises is appropriately restricted and secured.	☒ Yes ☐ No
23.2	The premises are maintained in an adequate state of repair, decoration and cleanliness.	☒ Yes ☐ No
23.3	There are specific safety rules in hazardous areas, for example, science laboratories, which are readily accessible to participants, staff and visitors.	☐ Yes ☐ No ☒ NA
23.4	General guidance on health and safety is made available to participants, staff and visitors.	☒ Yes ☐ No
23.5	There is adequate signage inside and outside of the premises and notice boards for the display of general information.	☒ Yes ☐ No
23.6	There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors.	☒ Yes ☐ No
23.7	There are toilet facilities of an appropriate number and level of cleanliness.	☒ Yes ☐ No
23.8	There is adequate heating and ventilation in all rooms.	☒ Yes ☐ No

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

Comments

There are full-time security staff on the door of the premises, securing access to, and egress from, the building.

The premises are well maintained, with the on-site maintenance team attending to repairs usually within 48 hours of notification.

There is a comprehensive health and safety policy, and guidance is provided to staff, participants and visitors. In addition to the health and safety handbook, there is in place a clear emergency fire evacuation plan for the building in which in-person teaching takes place.

Signage, circulation space and heating and ventilation are all adequate. The toilet facilities that were inspected virtually were in good condition although there had been feedback that they were not always maintained in a suitably clean condition.

24.   Training rooms and other learning areas are appropriate for the courses offered

24.1	Training rooms and other learning areas provide adequate accommodation for the teaching/training sessions allocated to them.	☒ Yes ☐ No
24.2	Training rooms and any specialised learning areas, for example, laboratories, workshops and studios, are equipped to a level that allows for the effective delivery of each course.	☒ Yes ☐ No
24.3	There are facilities suitable for conducting the assessments required for each course.	☒ Yes ☐ No ☐ NA

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

Comments

Training rooms are adequate for the size of classes and suitably equipped for effective delivery.

Assessments are mostly carried out through assignments and there is no requirement for facilities in the premises to be made available. Where participants are required to undertake presentations as part of their assessment, they use the projection facilities that are available and which are suitable for the purpose.

25.   There are appropriate additional facilities for participants and staff

25.1	Participants have access to sufficient space, which could include a library and suitable Information Technology (IT) facilities, so that they can carry out their own private work and/or study.	☒ Yes ☐ No
25.2	Trainers have access to sufficient personal space for preparing teaching/training sessions, marking work and relaxation.	☒ Yes ☐ No ☐ NA
25.3	Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, including facilities that are located outside the premises.	☒ Yes ☐ No
25.4	There are individual offices or rooms in which teachers/trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings.	☒ Yes ☐ No
25.5	Administrative offices are adequate in size and are resourced for the effective administration of the provider.	☒ Yes ☐ No

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

Comments

Textbooks and learning materials are available to participants and classrooms are set aside for use as private study areas.

Tutors have access to sufficient space for teaching preparation, marking and relaxation, although most of this is done remotely off site.

A break-out area is available for participants to relax, socialise with each other and consume food and drink.

The administrative office is of sufficient size and appropriately resourced to enable efficient administration to be carried out and for private or staff meetings to take place.

INSPECTION AREA – ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

26. Management, staffing and administration of online, distance and blended learning component

26.1	Senior managers have an understanding of the specific requirements of online, distance and blended learning.	☒ Yes ☐ No	
26.2	Data-collection and collation systems include the logging of trainer and participant submissions and interaction and appropriate action is taken if the timeliness of these falls below expectations.	☒ Yes ☐ No	
26.3	There are established processes that enable the provider to verify that the participant who is registered on the programme is the same person who attends, completes the programme and receives any programme credit.	☒ Yes ☐ No ☐ NA	
26.4	Staff monitor the online activity of participants and trainers and take action immediately if there are concerns about cyberbullying or other online risks to participants.	☒ Yes ☐ No	

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

Comments

Senior staff have a clear understanding of the requirements of delivering online programmes and have experience of doing so, enabling them to deliver effective programmes.

Participant assessment submissions are in accordance with a pre-arranged timetable and their receipt is monitored. Any delays in submission by participants lead to a series of e-mails to ascertain the cause of the delay. In this way, LSBF EE is able to maintain close supervision of participants in delivering their assessments in accordance with the agreed timetable.

Registration and application details are compared before enrolment on the programme is confirmed. Participation in online classes is closely monitored by the support staff and regular e-mails and telephone calls are made to ascertain any reasons given for absence. As a very small number of participants are currently being taught, support staff are familiar with them and are able to verify that they are the same people who registered for the programme. In addition, as the class sizes are small, tutors become familiar with the individual participants.

A well-defined bullying and cyberbullying policy is contained in the participant and staff handbooks. Participants are made aware of the policy at induction. In the event of any cyberbullying taking place, the tutor or support staff will follow the appropriate procedures and take prompt action.

27. Online course management is effective

27.1	There is a suitably qualified manager or management team with experience of online, distance and blended learning, who have responsibility for programme delivery and the management of the trainers.	☒ Yes ☐ No	
27.2	The provider has a sufficient number of qualified online trainers to give individualised instructional service to each learner.	☒ Yes ☐ No	
27.3	The allocation of online trainers to courses provides a consistent learning experience and delivery is monitored to ensure consistency.	☒ Yes ☐ No	

27.4	Online delivery methods are sufficient to attain the stated course objectives and intended learning outcomes.	☒ Yes ☐ No ☐ NA
27.5	Online programme designers make effective use of appropriate teaching aids and learning resources.	☒ Yes ☐ No
27.6	Suitable additional study aids are provided through investment in technology and/or issuing supplementary study materials.	☒ Yes ☐ No ☐ NA

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

Comments

Senior staff have considerable experience of managing online as well as in-person delivery. Regular monitoring of live online classes takes place and each tutor receives technical training before commencing delivery. This ensures that tutors are confident in using the online platform.

Each class has a dedicated specialist tutor and the small class sizes ensure that individual attention is provided to each participant. Through the review of teaching skills prior to appointment, the induction process and classroom observations, senior managers are able to ensure that each participant receives a consistent, high-quality learning experience.

Online delivery provides the same amount of class contact time as in-person delivery. Each online session begins with the tutor explaining the learning objectives for that lesson. This is consolidated by holding discussions with, and asking questions of, participants during classes to ensure that they have understood the programme content. This is supported by the use of technical facilities such as chat and break-out rooms through which the tutor can observe and judge the participants' level of engagement and understanding.

Detailed resource packs and the effective LMS provide participants with access to appropriate learning materials and resources.

Each tutor provides a list of additional reading material to supplement the main resource pack. This, combined with the resources contained in the LMS, enables participants to receive high-quality teaching that also enhances their skills as independent participants.

28.   Trainers have an acceptable level of technical knowledge

28.1	Trainers demonstrate an understanding of the special challenges and demands of online, distance and blended learning.	☒ Yes ☐ No
28.2	Online trainers are properly and continuously trained with respect to provider policies, participant needs, instructional approaches and techniques and the use of appropriate instructional technology.	☒ Yes ☐ No
28.3	Performance review procedures for online trainers incorporate regular monitoring of their feedback to participants.	☒ Yes ☐ No

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

Comments

Tutors are well trained in the use of the two industry standard online learning platforms. This, coupled with their experience of using different learning platforms, enables them to have confidence in delivering their programmes successfully.

Training of tutors is ongoing and includes updates on policies and procedures. In addition, the tutors are aware of cultural differences, time-zone variations and potential challenges that may be faced in certain countries, such as slow connection times. Each tutor agrees a set of house rules, such as when to mute or unmute microphones, use chat and

break-out rooms and ensure the application of online etiquette. This ensures that all participants receive fair treatment. Participants also receive instruction on the appropriate use of the LMS.

Each tutor's delivery is observed regularly by senior staff. This process includes the provision of online feedback to participants. This is also followed through into participant feedback, which is received at the end of each programme.

29. The enrolment process is comprehensive, transparent and supportive to applicants

29.1	Participants are made aware of the necessary level of digital literacy required to follow the stated programmes.	☒ Yes ☐ No

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

Comments

All applicants are made aware of the online technical requirements prior to their enrolment. They receive a detailed set of instructions and are made aware of how to seek technical help.

30. Online services provided meet the reasonable needs of participants

30.1	Instructions and suggestions on how to study and how to use the learning materials are made available to assist participants in learning effectively.	☒ Yes ☐ No
30.2	Staff are available to assist participants to resolve issues of a general and/or technical nature and all enquiries from participants are handled promptly and sympathetically.	☒ Yes ☐ No
30.3	The provider ensures that participants understand any system requirements and have access to appropriate technical advice to assist with technological problems that are the provider's responsibility.	☒ Yes ☐ No
30.4	The provider supports and encourages peer interaction through a variety of channels such as social media and virtual learning environment platforms.	☒ Yes ☐ No

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

Comments

The support material on the use of the LMS and accessing materials is comprehensive, which helps participants to learn effectively.

Support staff and tutors are trained in helping participants to address most standard technical issues and a specialist team of technical staff is available to deal with more advanced queries and issues.

System requirements are notified to participants on enrolment and this is emphasised during induction.

Peer interaction is encouraged by tutors. The LSBF EE alumni group is active and participants are encouraged to engage with each other through social media.

31. The technology used to deliver the programmes is fit for purpose and effective

31.1	The provider uses appropriate and readily accessible technology to optimise the interaction between the provider and the participant and to enhance instructional and educational services.	☒ Yes ☐ No
31.2	The provider has access to the services of an experienced IT technician who can ensure that systems are operative at all times and provide appropriate support to trainers and staff working remotely.	☒ Yes ☐ No

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

Comments

Two standard platforms that are widely used in business and academia are employed by LSBF EE in delivering its online programmes. The LMS enables effective interaction between the participants and with the Provider and tutors.

An experienced IT technical team is available to provide support. The team members are trained in handling IT issues that may arise, including in relation to remote access and troubleshooting of systems. This provides confidence for LSBF EE that its systems are secure and are able to be brought back to functionality quickly in the event of an unforeseen interruption.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated   ☒ Yes   ☐ No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

MANAGEMENT, STAFFING AND ADMINISTRATION

Provider's strengths

LSBF EE has a highly experienced management team, which ensures that there is clear strategic direction for the development of the Provider. The Provider's administrative staff support the participants well, which enables them to clearly understand the requirements of the programmes and what will be expected of them to achieve the learning outcomes.

Actions required	Priority H/M/L
7.4 LSBF EE must ensure that all stakeholder feedback is reviewed by management and effective action is taken to remedy deficiencies as promptly as possible.	☐ High ☒ Medium ☐ Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

All programmes are taught by skilled industry practitioners, enabling participants to benefit by supplementing the theoretical knowledge gained with practical, real-world insights. Programme design is reviewed on a regular basis and includes industry practitioner input to ensure currency. Participants commend the standard of teaching delivered, which encourages and helps them to develop their independent learning skills.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

PARTICIPANT WELFARE

Provider's strengths

The participant welfare staff are committed to providing good support to participants. There is active provision of careers advice to enable participants to develop their careers in an appropriate direction.

Actions required	Priority H/M/L
None	☐ High ☐ Medium ☐ Low

PREMISES AND FACILITIES

Provider's strengths

The building in which delivery takes place is located in central London and is suitably equipped to meet the needs of the programmes that take place. Participants have very good access to appropriate learning materials and technical resources.	
Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

ONLINE DISTANCE AND BLENDED LEARNING COMPONENT (if applicable)

Provider's strengths

Senior staff are well qualified and experienced to manage the online provision. Tutors are well trained in online provision that meets the needs of the participants and enables them to successfully complete their programmes. There is strong technical online support provided to tutors and participants to enable the programmes to run efficiently and any technical issues to be resolved speedily.	
Actions required	**Priority H/M/L**
None	☐ High ☐ Medium ☐ Low

RECOMMENDED AREAS FOR IMPROVEMENT

To be reviewed at the next inspection

It is recommended that all completed classroom observation sheets are signed both by the observer and the tutor being observed.

LSBF EE should ensure that its school monitoring reports provide action plans to address deficiencies identified and that such action is reported to management.

It is recommended that completed lesson plans are reviewed to ensure that they are sufficiently explicit to direct participants to specifically appropriate recommended reading relating to the programme's intended learning outcomes.

LSBF EE should consider stating explicitly the status of its postgraduate programmes, with regard to their carrying no postgraduate-level credit points, on its website and in its publicity materials for clarity.

The Provider is recommended to carry out a regular periodic review, that includes external scrutiny, across all its postgraduate programmes and that such a policy be adopted in LSBF EE's quality assurance processes.

LSBF EE should ensure the regular, ongoing and consistent implementation of its external review of postgraduate programme assessments.

LSBF EE should ensure that the cleanliness of the toilet facilities is maintained when in-person teaching resumes.

COMPLIANCE WITH STATUTORY REQUIREMENTS