BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Full Inspection

NAME OF INSTITUTION: London School of Business and Finance – Business School

ADDRESS: Buchanan House
30 Holborn
London
EC1N 2HS

HEAD OF INSTITUTION: Ms Karina Kizhner

DATE OF INSPECTION: 15 & 17–18 August 2023

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:
☒ Accreditation awarded for the full four-year period
☐ Probation accreditation
☐ Decision on accreditation deferred
☐ Award of accreditation refused

DATE: 23 November 2023
PART A – INTRODUCTION

1. Background to the institution

London School of Business and Finance – Business School (LSBF BS/the Institution) is a privately owned, educational establishment that was founded in 2003 as an accountancy school. It has its head office in Holborn, central London in the United Kingdom (UK).

In 2014, LSBF BS became part of Global University Systems (GUS), which is a network of 20 institutions and academic partners providing education to over 75,000 students worldwide. The GUS group provides LSBF BS 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. However, LSBF BS has full independent control of all the educational and quality assurance aspects of its provision.

Only LSBF BS is in the scope of this inspection and British Accreditation Council (BAC) accreditation.

LSBF BS offers online Bachelor and Master’s degrees in Business Administration, Finance, Marketing and Public Health. Degrees offered by the institution are validated and/or awarded by external partner institutions. Since 2013, LSBF BS has been in partnership with International Telematic University UniNettuno (ITUU) for the validation of its postgraduate degrees. In 2022, the Institution began a partnership with the University of Law (UoL) for the validation of its undergraduate degrees.

LSBF BS is a Gold Learning Approved Partner with the Association of Chartered Certified Accountants (ACCA), and a member of the Association to Advance Collegiate Schools of Business (AACSB) and of the Business Graduates Association (BGA). Its undergraduate and postgraduate degrees hold dual accreditation from the Chartered Management Institute (CMI).

The Institution’s vision is to provide world-class, careers-focused higher education, delivered innovatively and accessibly, to a diverse, global and ambitious student body. It aims to deliver an education that meets the aspirations and needs of its students as well as providing equality of opportunity.

The day-to-day operation of the school is managed by the Managing Director (MD) and Vice-Rector (VR), who report to the Academic Board (AB), and are supported on day-to-day matters by the Senior Management Team (SMT). They report to the Learning, Teaching and Assessment Committee (LTAC) and the Student Experience Enhancement Group (SEEG), which in turn both report to the AB on the quality of delivery and the student experience respectively.

2. Brief description of the current provision

Currently, the Institution offers a range of online-only education programmes at undergraduate and postgraduate level. At undergraduate level, these are a Bachelor of Science (BSc) in Business Administration and a BSc in Financial Management. At postgraduate level, the Institution offers four programmes: a Global Master of Business Administration (GMBA), a Master of Finance and Investments (MFI), a Master of Strategic Marketing (MSM) and a Master of Public Health (MPH).

Additionally, LSBF BS postgraduate programmes include a range of specialist options across a number of business functions, including financial management, investment banking, project management, international business and data analytics. The MPH is available with or without a specialisation in public health management or global public health.

At the time of the inspection, there were 402 full-time students enrolled, all in postgraduate programmes. The largest groups of students are from African countries, including Botswana, Zambia, Namibia and Guyana. However, a substantial number of students studying at the Institution are based in the UK or countries of the European Union (EU). All students are over 18 years of age. A small majority of the students are male.
Student enrolment for undergraduate programmes takes place in January, May and September each year. Postgraduate programmes run on a modular, semestral basis, with four intakes a year in January, April, July and October. Clear and appropriate entry requirements are set for each programme. As an example, in the case of the undergraduate programmes, applicants must have a minimum qualification of three A-levels at grades BBC, English IELTS 6.0 with 5.5 in all components, and maths with a minimum level of GCSE grade 4, or the equivalent of each of these requirements.

3. Inspection process

| The inspection was undertaken over two and half days by three inspectors, including a student inspector. The lead inspector undertook inspection activities on site at the Institution’s head office in London on the first day and online for the remainder of the inspection. The team and student inspector worked remotely for the whole of the inspection. Inspectors held meetings with the MD, the Dean and the Head of Quality (HoQ). Meetings were held with a group of undergraduate students, postgraduate students and with academic and administrative staff. Inspectors observed a range of recorded lessons and undertook a tour of the head office in London. A wide range of documentation was provided for scrutiny. The Institution co-operated fully with inspectors before and during the inspection. |
**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 institution.

### 1. The institution is effectively and responsibly governed

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<tr>
<td>1.1</td>
<td>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.</td>
<td>☒ Yes ☐ No</td>
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<td>1.2</td>
<td>There is an identified senior committee, with decision-making authority on academic matters, in order to protect the integrity of academic freedom.</td>
<td>☒ Yes ☐ No</td>
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<td>1.3</td>
<td>The link between governance and management is clearly articulated and documented.</td>
<td>☒ Yes ☐ No</td>
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<td>1.4</td>
<td>Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders.</td>
<td>☒ Yes ☐ No</td>
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<td>1.5</td>
<td>An explicit procedure for risk assessment is implemented, producing a risk assessment statement, which is regularly reviewed and updated.</td>
<td>☒ Yes ☐ No</td>
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<td>1.6</td>
<td>Effective action is taken by the governing body and senior managers in response to the outcomes of regular risk assessments.</td>
<td>☒ Yes ☐ No</td>
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<td>1.7</td>
<td>All relationships with other educational organisations are defined formally and are fully transparent with those organisations’ requirements.</td>
<td>☒ Yes ☐ No ☐ NA</td>
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<td>1.8</td>
<td>There are clear channels of communication between the governing body, the executive, academic management, staff, including those working remotely, students and other stakeholders.</td>
<td>☒ Yes ☐ No</td>
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This standard is judged to be: ☒ Met ☐ Partially Met ☐ Not Met

**Comments**

A detailed and well-documented structure effectively supports the Institution’s day-to-day activities, its future development and its ability to maintain a good standard of academic achievement and student care.

The MD drives the strategic direction of the Institution and is supported by the AB and its committees and sub-committees, such as the LTAC and the SEEG. The role and extent of each of these group’s authority are clearly defined, very well documented and communicated effectively to all relevant stakeholders. For example, the AB meets regularly and has decision-making authority on all academic matters in order to protect the integrity of academic freedom.

The link between governance and management is well articulated, documented and understood by stakeholders. The SMT and AB meet regularly to monitor performance and address any issues that might present future risks if they are not resolved in a timely manner.

Stakeholders have an appropriate structure through which they input into the development and implementation of the Institution’s policies and procedures. External stakeholders are actively involved in programme development. For example, student representatives attend SEEG meetings to ensure they are engaged, individually and collectively, as partners in the assurance and enhancement of their educational experience.

Students are also provided with regular opportunities to participate in student liaison meetings, which provide a forum through which students’ concerns can be raised to the HoQ and programme leaders in collaboration with student support and, where relevant, a representative from the awarding or accrediting body.

LSBF BS is very effective in reviewing the risk posed by the changing academic needs of students, employers and the wider educational sector. As a result, the financial standing of the Institution and the curriculum offer are regularly...
reviewed and updated, ensuring that the Institution, through its MD and other senior leaders, takes effective action when required to manage and mitigate business risks.

All relationships with other educational organisations are defined formally. A comprehensive and well-communicated structure ensures that the roles of all stakeholders are linked effectively to the needs and requirements of the Institution.

There are highly effective channels of communication between internal and external stakeholders, including effective use of the Institution’s Virtual Learning Environment (VLE) and Management Information System (MIS).

### 2. The institution has a clear and achievable strategy

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<td>2.1</td>
<td>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.</td>
<td>☒ Yes ☐ No</td>
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<td>2.2</td>
<td>There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution.</td>
<td>☒ Yes ☐ No</td>
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<td>2.3</td>
<td>The strategy is well communicated to all stakeholders within and outside the institution.</td>
<td>☒ Yes ☐ No</td>
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<td>2.4</td>
<td>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.</td>
<td>☒ Yes ☐ No</td>
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**This standard is judged to be:** ☒ Met ☐ Partially Met ☐ Not Met

**Comments**

A clear and comprehensive strategy for the development of the Institution’s education provision has successfully enabled LSBF BS to develop its provision in line with its objectives and future aims. A detailed annual strategic implementation plan is produced in conjunction with GUS and disseminated annually. Key stakeholders’ views are taken into account when creating the plan and these inform the strategic direction of the Institution effectively.

The aims and objectives of the Institution are well communicated to all stakeholders via regular staff meetings, its website and promotional materials.

Regular and systematic reviews of the Institution’s performance against strategic targets are undertaken. Self-evaluation is good, and the report reviews data at programme and module level. The report is used effectively by the MD and senior leaders to consider performance against strategic goals and targets, and a summary of comments and recommendations is generated.

In addition, annual monitoring reports are submitted and presented to the LTAC for approval. Following approval, these are submitted for review to the AB.

### 3. Financial management is open, honest and effective

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<td>3.1</td>
<td>The institution conducts its financial matters professionally, transparently and with appropriate probity.</td>
<td>☒ Yes ☐ No</td>
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<td>3.2</td>
<td>The institution’s finances are subject to regular independent external audit.</td>
<td>☒ Yes ☐ No</td>
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**This standard is judged to be:** ☒ Met ☐ Partially Met ☐ Not Met

**Comments**

The Institution conducts its financial matters in accordance with UK law. Its accounts and finances are subject to regular independent external audit. This ensures appropriate scrutiny, transparency and probity.
**INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION**

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.  
☒ Yes ☐ No

4.2 There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels.  
☒ Yes ☐ No

4.3 There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision-making.  
☒ Yes ☐ No

4.4 Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded, with clear action-planning.  
☒ Yes ☐ 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.  
☒ Yes ☐ No

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

**Comments**

LSBF BS’s management structure is well developed, clearly defined and documented in the Institution’s quality handbook. As a result, it is clearly understood by stakeholders.

Clear and effective reporting arrangements are in place at all levels and understood by LSBF BS staff. Roles and responsibilities are clearly set out in job descriptions, relevant handbooks and policy documents. As a result, staff report that they fully understand the Institution’s structure and relevant reporting arrangements.

An appropriate and effective committee structure supports the day-to-day running of the Institution. The structure works well and is effectively integrated into the management’s decision-making process. All committees have clear terms of reference. The committees meet regularly, with meetings appropriately recorded.

The structure, remit, procedures, decision-making authority and schedules of committees are set out in LSBF BS documentation. Future actions are agreed and recorded and these are appropriately reviewed at subsequent meetings.

Appropriate formal processes are in place to facilitate an effective review of the accuracy and fitness for purpose of policies for both internal and external information. Any changes to academic information are appropriately reviewed and approved by the Dean before publication.

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.  
☒ Yes ☐ No

5.2 The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.  
☒ Yes ☐ No

5.3 Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.  
☒ Yes ☐ No

5.4 Classes are timetabled and rooms allocated appropriately for the courses offered.  
☒ Yes ☐ No

5.5 Data collection and collation systems are well documented, accurate and effectively disseminated.  
☒ Yes ☐ No

5.6 Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.  
☒ Yes ☐ No

5.7 Students’ records are sufficient, accurately maintained and up to date.  
☒ Yes ☐ No

5.8 Staff records are sufficient, accurately maintained and up to date.  
☒ Yes ☐ No
5.9 The institution has a robust security system and policies in place for protecting the data of its students and staff. ☒ Yes ☐ No

5.10 The institution has processes through which the institution verifies that the student who registers on the programme is the same student who participates on and completes and receives the credit. ☒ Yes ☐ No

5.11 There are secure and efficient procedures for the administration of examinations and other means of assessment. ☒ Yes ☐ No

5.12 There are effective procedures for internal and external moderation at pre- and post-assessment stages. ☒ Yes ☐ No

5.13 The institution makes student records and transcripts available to its students in a timely manner. ☒ Yes ☐ No

5.14 There is a policy on the collection of and refund of students’ fees that is implemented effectively. ☒ Yes ☐ No

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

Comments

The administration team is of a sufficient size and experience and provides good support to managers and the day-to-day operation of LSBF BS.

The administrative support available is well documented and clearly understood by staff. The support is shared effectively with staff though the Institution’s policies and procedures. The policies and procedures cover areas such as operational administration, assessment, student support and IT.

There are extensive policies, procedures and well-documented and disseminated systems in operation. The regular review of systems and policy implementation by senior managers ensures the continuing integrity of the administrative processes.

The information provided in the non-academic team directory ensures that all staff and students are clear about the roles of each member of the administrative team. In addition, an organisation chart provides a useful overview of the administrative structures, with clear reporting lines.

There is no clear, single document that draws together the large number of administrative documents, policies and supporting procedures or that provides clarity on the roles and responsibilities of the Institution’s administrative staff, in order to ensure easy access for all stakeholders.

Live online classes are timetabled to take full account of the requirements of each course offered, with all timetables available so that students have the most up-to-date and accurate information. Live online classes are recorded to ensure that all students have access to them. As all classes are online, no physical rooms are allocated for the delivery of the Institution’s programmes.

Appropriate electronic administration and information systems are used to record and monitor student applications and course enrolments. Detailed student records are maintained. These are accurate and well documented and include appropriate checks on identification and prior achievement.

Staff records are effectively maintained in well-organised files. All records are securely stored, easily accessed and used effectively by administrators. Detailed data protection and privacy policies and procedures ensure the security of personal information.

Arrangements for the administration of examinations and other types of assessment are appropriate. Videoconferencing is used effectively to check the identity of students taking examinations, for example by the production of suitable proof of identity, such as a passport. There are effective procedures for the external moderation of relevant assessments on all programmes.
The Institution has appropriate procedures for the timely dissemination of records and transcripts.
There is a transparent policy on fee refunds, which is implemented fairly. This is readily available on the LSBF BS website as part of its terms and conditions.

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

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<th>6.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which are designed to ensure the safety of the students.</th>
<th>☒ Yes ☐ No</th>
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<td>6.2 All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.</td>
<td>☒ Yes ☐ No</td>
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<td>6.3 There are clear and appropriate job specifications for all staff.</td>
<td>☒ Yes ☐ No</td>
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<td>6.4 There are effective procedures for the induction of all staff.</td>
<td>☒ Yes ☐ No</td>
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<td>6.5 All staff are treated fairly and according to a published equality and diversity policy.</td>
<td>☒ Yes ☐ No</td>
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<td>6.6 Staff have access to an appropriate complaints and appeals procedure.</td>
<td>☒ Yes ☐ No</td>
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<td>6.7 Management monitors and reviews the performance of all staff through a clearly documented and transparent appraisal system that includes regular classroom observations of teaching staff.</td>
<td>☒ Yes ☐ No</td>
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<td>6.8 The professional development needs of staff are identified through appraisal and other means, and measures are taken to support staff to address these and gain additional qualifications, where relevant.</td>
<td>☒ Yes ☐ No</td>
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**This standard is judged to be:** ☒ Met ☐ Partially Met ☐ Not Met

**Comments**

Staff are appropriately appointed within legislative requirements and in accordance with the Institution’s employment policy. Comprehensive policies and procedures for the recruitment and continuing employment of staff ensure the safety of students and that the Institution employs and retains highly qualified and very experienced staff in all roles.

Staff understand their roles and responsibilities. Detailed job specifications and an effective staff induction process ensure that staff are aware of the scope of their role, relevant policies and how to access the Institution’s online systems. However, given the wide range of administrative functions, a dedicated administrative staff handbook would further support clarity on the roles and responsibilities of administrative staff.

Staff receive an appropriate induction and have access to an appropriate complaints and appeals procedure and a published equality and diversity policy. As a result, staff are treated fairly and according to all published policies.

A clear, well-documented and transparent performance appraisal system allows managers to monitor and review the performance of all staff. An appropriate system of classroom observations for teaching staff ensures that the quality of teaching is maintained and reviewed with staff. As a result, the annual appraisal is effective in identifying staff’s Continuing Professional Development (CPD) needs and ensuring that the necessary resources are available to support the CPD of all staff.

Staff CPD needs are monitored effectively, and training requirements are identified through both formal and informal means. Staff undertake further qualifications and attend various events to support their CPD.

7. **Academic management is effective**

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<tr>
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<th>7.1 There are appropriate procedures for the proposal, design and validation of programmes of study that take account of the mission of the institution.</th>
<th>☒ Yes ☐ No</th>
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<td>7.2 Intended learning outcomes for all programmes are clearly articulated, understood by students and are publicly available.</td>
<td>☒ Yes ☐ No</td>
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</table>
7.3 There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed. ☒ Yes ☐ No

7.4 There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes. ☒ Yes ☐ 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. ☒ Yes ☐ No

7.6 Students are encouraged to take an active role in the development of the academic provision to ensure student-centred learning. ☒ Yes ☐ No ☐ NA

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

Comments

Clear and appropriate policies for the design and validation of the Institution’s programmes ensure that they are in alignment with LSBF BS’s vision and mission. For example, all awards are made by external partner institutions, with proposals for new programmes being closely developed in collaboration with partners to meet the Institution’s mission.

Learning outcomes are clear, appropriate and made publicly available on the Institution’s website, including by downloading a brochure. The information provided includes an overview of teaching methods and assessment requirements. As a result, students report that they have a clear understanding of the scope and content of their modules and courses.

Regularly scheduled and recorded meetings of academic staff ensure that academic programmes are effectively monitored and reviewed. For example, the SEEG is an effective forum for staff to meet and discuss programme-related issues. Consequently, the curriculum is well developed, fit for purpose and meets the needs of students.

The Institution has a range of standard operating procedures in place to ensure that academic resources are acquired effectively to support each programme offered. Requests are reviewed effectively and approved by senior managers in line with budget allocation procedures. For example, in the early development of a new programme, a budget is developed that covers both initial set-up resource requirements and ongoing requirements.

Students provide specific feedback to inform the development of their courses through their course representatives and other feedback opportunities. For example, the SEEG acts as a forum for the discussion of issues that affect the student experience, including the development of provision. Students are key members of the SEEG, with each programme providing one representative. As a result, students are able to provide timely and relevant feedback directly to academic and senior managers.

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. ☒ Yes ☐ No

8.2 Students are informed as to the necessary language requirements for entry on to programmes. ☒ Yes ☐ No

8.3 A formal application process ensures that students meet the entry requirements, and any claimed qualifications are verified. ☒ Yes ☐ No

8.4 All students’ application enquiries are responded to promptly and appropriately. ☒ Yes ☐ 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. ☒ Yes ☐ 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. ☒ Yes ☐ 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. ☒ Yes ☐ 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. ☒ Yes ☐ No ☐ NA

8.9 Any recruitment agents are properly selected, briefed, monitored and evaluated. ☐ Yes ☐ No ☒ NA

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

Comments
Entry requirements are set out clearly on the Institution’s website and brochures for each programme of study. Any English language requirements for a course are clearly set out. Students confirm that the set requirements can be clarified further with the adviser who is allocated to them.

A comprehensive and well-developed application process is in place. This ensures that students meet the published entry requirements and that any claimed qualifications are appropriately verified by the Institution. Application queries are responded to very quickly, and an adviser promptly guides applicants them though the process. As a result, prospective students receive comprehensive information and guidance about the requirements of each programme, ensuring that they are able to make fully informed decisions about their study options.

Students’ needs are assessed effectively at the start of their application. A comprehensive and well-documented process ensures that students have the required skills and knowledge to be able to succeed on the programmes on which they are enrolled.

The Institution recognises prior accredited learning and has a clear and appropriate process in place to assess credit acquired at other institutions. Prospective students are made aware of this via the Institution’s website and application procedures.

No recruitment agencies are used.

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. ☒ Yes ☐ No ☐ NA

9.2 Academic staff are encouraged to engage in research and/or scholarship that informs their teaching. ☒ Yes ☐ No ☐ NA

9.3 There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities. ☒ Yes ☐ No ☐ 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
The Institution actively encourages academic staff to undertake research and publish their findings where possible. LSBF BS supports applied research that forms part of academic staff development activities, in particular the publication of academic papers in relevant fields. Research activity is formally discussed in GUS research meetings and conferences as well as during faculty meetings.

Academic staff confirm that they are encouraged to, and do actively maintain their subject expertise through academic developments in research and scholarly activity and also through work carried out in sectors that are relevant to their teaching. Students confirmed that they believed their lecturers to have up-to-date knowledge. Inspection findings confirm this view.
Sponsorship is available through the Institution for academic staff to undertake research and to provide support for attendance at conferences to assist their CPD. In addition, LSBF BS offers free study for academic and other staff on its own individual modules as well as funding external CPD courses, where professionally relevant. For example, in December 2022, the Institution offered free graduate and postgraduate certificate courses in higher education to staff and academics via the UoL scholarship scheme. In meetings, staff confirm that sponsorship for research and other CPD activities is transparent and available.

The Institution provides time for staff to meet regularly to share and discuss current research activities. There are regular subject meetings, and staff reported the close working relationships with colleagues that allow time to discuss pedagogic and subject developments.

### 10. Publicity material, both printed and electronic, gives a comprehensive, up-to-date 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**

Publicity materials are of a high quality and accurately reflect the LSBF BS head office premises and the fact that all courses are provided online only.

Senior managers regularly review and make any necessary changes to publicity material to ensure its accuracy.

Information on assessment structure, course guidelines, assignments and awarding organisations is accurate and available on the VLE and in student handbooks, module specifications and assessment guidelines. As a result, students report that they are well informed about their qualifications and all associated costs of study.

### INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

#### 11. Academic staff are effective in facilitating student learning

11.1 Lecturers have the required subject knowledge and pedagogic and communicative skills and experience to teach both the course content and the level of course to which they are allocated. ☒ Yes ☐ No

11.2 The allocation of teaching staff to courses provides for a consistent learning experience, and delivery is monitored to ensure consistency. ☒ Yes ☐ No

11.3 The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills that will be required for final examinations or assessments. ☒ Yes ☐ No

11.4 Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes. ☒ Yes ☐ No

11.5 Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these. ☒ Yes ☐ No
11.6 Academic staff use a mixture of group and individual activities to encourage the active participation of all students and support their learning. ☒ Yes ☐ No ☐ NA

11.7 Students are encouraged and enabled to develop independent learning skills. ☒ Yes ☐ No

11.8 Students and academic staff have access to appropriate learning and study materials as well as other resources, and the institution encourages and supports their use. ☒ Yes ☐ No

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

Comments

Lecturers have good subject knowledge and are well qualified and suitably experienced. They have strong pedagogic and communication skills. They are allocated to teach on courses and at levels that reflect their area of expertise, qualifications and previous teaching experience to ensure a consistent learning experience for students.

Course delivery is carefully monitored. For example, each lecturer’s performance is monitored twice a term by programme leaders. They are evaluated in class according to the key performance indicators set by the HoQ.

Teaching sessions meet the requirements of module descriptors and cover the stated learning outcomes effectively. Programmes and modules are designed effectively and enable students to develop the knowledge and skills needed for their final examinations and assessments successfully. As a result, student success rates are high.

Lessons are well planned to meet the needs and different learning styles of students. A mixture of discussion and other learning activities engages students and supports their learning. Additionally, staff encourage and develop students’ independent learning skills effectively through extra reading and research tasks.

Students and staff have access via the Institution’s VLE to a wide range of appropriate and high-quality learning and study resources. Students and staff confirm that the Institution fully encourages the use of these resources.

12. Assessment is fair and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work

12.1 Students are provided with an assessment schedule in which required coursework and revision periods are detailed in advance, with clear submission dates. ☒ Yes ☐ No

12.2 Assessment strategies are relevant to the content and nature of the courses and focused on measuring students’ achievement of the intended learning outcomes. ☒ Yes ☐ No

12.3 Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement. ☒ Yes ☐ No

12.4 Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which are effectively monitored. ☒ Yes ☐ No

12.5 The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders. ☒ Yes ☐ No

12.6 There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded. ☒ Yes ☐ No

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

Comments

Assessment schedules for each course are detailed and provided to students when they enrol on a module, as well as being available on the Institution’s VLE. Schedules provide detailed information regarding assignment submission dates and any examination revision periods or examination dates. Students report that they are made aware of the nature and timing of the assessment of their course.

Assessment strategies are relevant to the content and nature of the courses and use a wide range of tasks, including quizzes, multiple-choice questions, essays, group assignments, discussion forums and group presentations. Assignment
briefs are well written and detailed. They provide clear tasks that are effective in measuring students’ achievement of the stated learning outcomes. Tasks allow a full range of grades to be achieved and are appropriately linked to the module grading criteria.

Students receive detailed and supportive written and verbal feedback on their assessments and overall performance and progress. Academic staff identify areas where students have done well and where they could have developed their work further. Student progress and performance are monitored very carefully, with timely action taken where students are not progressing as expected. The effectiveness of assessment policies and procedures is reviewed annually by the LTAC through student outcomes data. Appropriate changes are made where required.

Comprehensive procedures to discourage and penalise students who cheat or submit work that is deemed to have been plagiarised are in place. A clear and appropriate academic misconduct policy is available, and all assessment evidence is appropriately screened for authenticity using appropriate commercial software to confirm originality.

Clear guidance is provided to students through handbooks and published policies on how to appeal grades and claim mitigating circumstances, if applicable. Students confirm that they are made aware of these.

13. **Student materials are appropriate to the medium of delivery and are effective**

| 13.1  | Course materials are designed for a specific and clearly stated level of study. | ☒ Yes ☐ No |
| 13.2  | Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programmes’ objectives. | ☒ Yes ☐ No |
| 13.3  | Course materials are accurate and reflect current knowledge and practice and are regularly reviewed and revised. | ☒ Yes ☐ No |
| 13.4  | Programme designers make effective use of appropriate teaching aids and learning resources. | ☒ Yes ☐ No |
| 13.5  | The institution makes effective provision for students to access all resources. | ☒ Yes ☐ No |

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

**Comments**

Course materials are of a high quality and are effectively designed for a specific and clearly stated level of study. Responsibilities for the design and development of course materials are outlined in the legal contracts between LSBF BS and the validating and/or awarding body.

Where the Institution creates course materials, these are designed and developed in accordance with Quality Assurance Agency (QAA) subject benchmark statements, and qualifications are determined by level and academic credit.

A comprehensive range of resources is available on the Institution’s VLE, which supports learning effectively and enables students to achieve the stated aims of their chosen programme of study. Materials are regularly reviewed and revised by the LTAC to ensure that these are accurate and fit for purpose.

Appropriate teaching aids and study materials are used effectively to support learning. Students have good access to all available resources via the Institution’s VLE.

**INSPECTION AREA – STUDENT SUPPORT, GUIDANCE AND PROGRESSION**

14. **Students receive pastoral support appropriate to their age, background and circumstances**

| 14.1  | There are appropriate staff members responsible for student welfare who are accessible to all students and available to provide advice and counselling. | ☒ Yes ☐ No |
| 14.2  | Students are given an induction to the institution, their programme of study and guidance on the use of facilities such as the library and IT provision. | ☒ Yes ☐ No |
14.3 Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support. ☑ Yes ☐ No

14.4 The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour. ☑ Yes ☐ No

14.5 Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically. ☑ Yes ☐ No

14.6 There are effective systems to communicate with students out of class hours. ☐ Yes☐ No ☒ NA

14.7 Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe. ☐ Yes ☐ No ☒ NA

14.8 Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism. ☒ Yes ☐ No

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

Comments

An appropriate number of well-qualified staff are readily accessible to all students to provide advice and guidance, as well as support on a wide range of pastoral and welfare issues. A dedicated Student Support Programme Administrator (SSPA) is assigned for each programme and is responsible for the overall delivery of the programme, modules and course in respect of non-academic, support-related issues. Students report that they are happy with the support provided by the Institution.

Students receive an appropriate induction before beginning their studies. All new students are automatically assigned to an induction module on the VLE to familiarise themselves with the programme and the online platform. The module offers a range of resources and activities to assist students with their studies and engages them in tasks that help enhance their business and study skills. Study guides and accurate referencing information are also available on this platform.

The induction module offers an opportunity for students to be introduced to their colleagues, programme leader and support staff. The induction module lasts for two weeks and is delivered asynchronously. The programme leader posts a welcome announcement on the induction module and offers constructive feedback on students’ posts in the discussion forums and on other tasks and also responds to any student queries.

There is a suitable, documented policy and procedure, also covered during induction, for dealing with discrimination and abusive behaviour.

Students’ general enquiries and any issues with access to the Institution’s IT services are dealt with quickly and efficiently. Any students with a question related to their academic work can approach individual staff members in person or via e-mail or the Institution’s VLE. Students confirmed that staff are accessible and very responsive to any queries. Inspection findings confirm this to be the case.

All courses are delivered online, and therefore systems to communicate with students out of class hours are not required. All students are over the age of 18 years.

Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. All members of staff have completed appropriate training in identifying the risks of radicalisation and extremism, and an appropriate risk assessment and radicalisation policy is in place.

15. Students receive appropriate academic support and guidance

15.1 Students have appropriate access to teaching staff outside teaching and learning sessions. ☑ Yes ☐ No

15.2 Students have access to appropriate support to enable the regular review of their academic progress. ☑ Yes ☐ No
15.3 Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress, and prompt intervention is made, where appropriate. ☒ Yes ☐ No

15.4 Academic support, advice and guidance on alternative programmes are provided to students who are judged not to be making sufficient progress and/or who wish to change their pattern of study. ☒ Yes ☐ No

15.5 Students have access to appropriate advice and guidance on careers and further study and any professional body exemptions that may be available. ☒ Yes ☐ No

15.6 The institution has a fair complaints procedure that includes an external adjudicator, for example, the Office of the Independent Adjudicator (OIA) in the UK, and students are informed of how to submit a complaint. ☒ Yes ☐ No

15.7 Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently. ☒ Yes ☐ No

15.8 Students with special educational needs and/or disabilities (SEND) are identified so that appropriate support can be provided. ☒ Yes ☐ No

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

Comments

Students’ access to academic staff outside the scheduled, live online teaching and learning sessions is good. Students report that they can readily contact lecturers to discuss academic matters via e-mail or via the Institution’s VLE.

SSPAs are responsible for monitoring students’ progress and participation on the Institution’s electronic platform. They reach out and offer support to inactive students. Students’ queries pertaining to their academic progress are specifically answered by lecturers.

Detailed student data on participation and achievement are kept by SSPAs, which they use very effectively to monitor student performance and to identify when additional support and guidance may be required.

Where students are judged not to be making sufficient progress or they wish to change their current study patterns, appropriate academic support, advice and guidance on alternative programmes are provided. Students are well supported in preparing for future careers, further study and their next steps.

An appropriate and fair complaints procedure is in place. This provides clear details of how to submit a complaint.

Comprehensive instructions and suggestions on how to study are covered during induction and are readily available to assist students to learn effectively and efficiently.

An appropriate policy on identifying and meeting the needs of students with SEND is in place. Where an individual need is identified or declared, appropriate additional support is provided where possible.

16. International students are provided with specific advice and assistance

16.1 Before their arrival, international students receive appropriate advice on travelling to and living in their chosen country of study. ☐ Yes ☐ No ☐ NA

16.2 On arrival, international students receive an appropriate induction on issues specific to the local area. ☐ Yes ☐ No ☐ NA

16.3 Information and advice, which are specific to international students, continue to be available throughout their time at the institution. ☐ Yes ☐ No ☐ NA

16.4 Provision of support takes into account cultural and religious considerations. ☐ Yes ☐ No ☐ NA

16.5 Where possible, students have access to speakers of their own first language. ☐ Yes ☐ No ☐ NA

This standard is judged to be: ☐ Met ☐ Partially Met ☐ Not Met ☒ NA
17. **Student attendance is measured and recorded regularly, and effective remedial action is taken where necessary**

| 17.1 | There is an appropriate, clear and published policy on required student attendance and punctuality. | ☒ Yes ☐ No ☐ NA |
| 17.2 | There are effective procedures and systems to enforce attendance and punctuality. | ☒ Yes ☐ No ☐ NA |
| 17.3 | Accurate and secure records of attendance and punctuality, at each session, are kept for all students. | ☒ Yes ☐ No ☐ NA |
| 17.4 | Data on attendance and punctuality is collated centrally and reviewed regularly, and absences are followed up promptly. | ☒ Yes ☐ No ☐ NA |

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

**Comments**

The Institution has an appropriate, clear and published policy on student attendance. Students report that they understand the attendance requirements of their study programmes.

While there is no formal requirement to attend live online classes, weekly attendance is mandatory in all courses. Students are expected to log in to their online modules at least twice a week. Progress towards satisfactory completion of weekly assignments and/or discussion questions is expected on a weekly basis.

Accurate and secure records of attendance are maintained. The Institution’s online platform automatically records all student activity and provides them with continuous feedback on their attendance and course activity.

In addition, the online platform allows staff to measure student attendance and progression, and to intervene when students need additional help. For example, a variety of data points are used to identify low-activity students, which triggers interventions when needed.

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

| 18.1 | Any residential accommodation is clean, safe and of a standard that is adequate for the needs of students. | ☐ Yes ☐ No ☐ NA |
| 18.2 | Any residential accommodation is open to inspection by the appropriate authorities. | ☐ Yes ☐ No ☐ NA |
| 18.3 | A level of supervision is provided that is appropriate to the needs of students. | ☐ Yes ☐ No ☐ NA |
| 18.4 | Students are provided with advice on suitable private accommodation. | ☐ Yes ☐ No ☐ NA |

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

**Comments**


19. **The institution provides an appropriate social programme for students and information on activities in the locality**

| 19.1 | Students are provided with appropriate information on opportunities for participation in social events and other leisure activities that may be of interest. | ☒ Yes ☐ No ☐ NA |
| 19.2 | The social programme is responsive to the needs and wishes of students, and activities have been chosen with consideration of their affordability. | ☒ Yes ☐ No ☐ NA |
| 19.3 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience. | ☒ Yes ☐ No ☐ NA |
| 19.4 | Students are encouraged to develop and participate in extramural activities and, when studying remotely, the activities include appropriate use of online forums or channels. | ☒ Yes ☐ No ☐ NA |
| 19.5 | The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels. | ☒ Yes ☐ No ☐ NA |

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

**Comments**

The online social programme is appropriate for the needs and wishes of the students. The students are adults living independently in their home country and are offered a range of virtual social events to enhance their time at the Institution. For example, the Institution offers an online cafeteria at the start of each semester where students can interact with each other online as well as listen to guest speakers. The cafeteria is also used to organise online games for students.

Activities are affordable and appropriately notified to students. Students agree that social events are run safely and effectively by competent professionals. Inspection findings support this view.

The Institution promotes online peer interaction through a social network forum on its VLE.

**INSPECTION AREA – PREMISES, FACILITIES AND LEARNING RESOURCES**

20. **The institution has secure possession of and access to its premises**

| 20.1 | The institution has secure tenure on its premises. | ☒ Yes ☐ No |
| 20.2 | The institution has the legal right to use these premises for the delivery of higher education. | ☒ Yes ☐ No |
| 20.3 | Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. | ☐ Yes ☐ No ☒ NA |

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

**Comments**

The Institution has a secure lease on all its premises. Appropriate authority from the Ministry of Education has been obtained to deliver education programmes.

All courses are delivered online, so other premises are not needed.

21. **The premises provide a safe, secure and clean environment for students and staff**

| 21.1 | Access to the premises is appropriately restricted and secured. | ☒ Yes ☐ No |
| 21.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness. | ☒ Yes ☐ No |
| 21.3 | There are specific safety rules in areas of particular hazard (e.g. science laboratories) that are brought to the attention of students, staff and visitors. | ☐ Yes ☐ No ☒ NA |
21.4 General guidance on health and safety is made available to students, staff and visitors. ☒ Yes ☐ No

21.5 There is adequate signage inside and outside the premises, and general information is displayed effectively. ☒ Yes ☐ No

21.6 There is adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors. ☒ Yes ☐ No

21.7 There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness. ☒ Yes ☐ No

21.8 There is adequate air conditioning, heating and ventilation in all rooms. ☒ Yes ☐ No

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

Comments

The Institution’s premises are very well maintained, decorated and clean.

Access is highly secure and appropriately restricted, with security staff stationed in Reception on the ground floor and Closed-circuit Television (CCTV) located throughout the building. As a result, the premises provide a safe learning and working environment for staff. Students and teaching staff do not use the building.

There are no areas of particular hazard.

All required health and safety information and rules are clearly displayed in relevant areas on the premises.

Appropriate guidance is provided to administrative staff during their induction and in their respective handbooks.

Visitors are provided with bespoke guidance on arrival, which is then supported by appropriate signage throughout the premises.

The premises are well resourced and provide a comfortable space for staff to work, socialise and receive visitors.

Toilets are adequate in number and very clean and well maintained.

Administrative staff confirm that heating, ventilation and air conditioning are all of a high quality. Inspection findings confirm this.

22. Classrooms and other learning areas are appropriate for the programmes offered

22.1 Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them. ☐ Yes ☐ No ☐ NA

22.2 Classrooms and/or any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level that allows for the effective delivery of each programme. ☐ Yes ☐ No ☐ NA

22.3 There are facilities suitable for conducting assessments such as examinations. ☐ Yes ☐ No ☐ NA

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

Comments

23. There are appropriate additional facilities for students and staff

23.1 Students have access to sufficient space and suitable facilities for private individual study and group work. ☐ Yes ☐ No ☒ NA
23.2 Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students. ☐ Yes ☐ No ☒ NA

23.3 Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. ☒ Yes ☐ No ☐ NA

23.4 Students and staff have access to secure storage for personal possessions where appropriate. ☒ Yes ☐ No ☐ NA

23.5 There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. ☒ Yes ☐ No ☐ NA

23.6 Administrative offices are adequate in size and suitably resourced for the effective administration of the institution. ☒ Yes ☐ No

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

Comments

Students and academic staff do not use the premises as all courses are only offered online.

Access to space for administrative staff to undertake their duties, relax and consume food is good. The premises have a kitchen and a lounge on each floor, together with facilities for administrative staff to store their personal possessions should they wish to do so.

A number of appropriate rooms and offices are available for administrative staff and managers to hold meetings.

Administrative offices are appropriate in size and well-resourced to support the day-to-day business of each centre.

24. The library is appropriately stocked and provides a fit-for-purpose learning resource for the student body

24.1 There is sufficient provision of learning materials, including books, journals and periodicals and online materials. ☒ Yes ☐ No

24.2 There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs. ☒ Yes ☐ No

24.3 The library has sufficient space for student independent study and group working. ☒ Yes ☐ No ☒ NA

24.4 There is a well-organised lending policy. ☒ Yes ☐ No

24.5 The library is adequately staffed with appropriately qualified and experienced staff. ☒ Yes ☐ No ☒ NA

24.6 Library opening times are sufficient to encourage and support students’ independent learning. ☒ Yes ☐ No ☒ NA

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

Comments

High-quality learning materials and other resources relevant to students’ programmes of study are available via the Institution’s extensive VLE. Students have access to a wide range of online books, journals and periodicals, with the Institution subscribing to an extensive online library.

The subscriptions to online resources are regularly reviewed by the SMT and are sufficient to meet the needs of both students and academic staff.

As all courses are online, a physical library and independent study areas are not needed on the Institution’s premises.

A clear and appropriate lending policy is in place that reflects the subscription terms and conditions of the provider of the online library.

As all courses are online, a physical library is not needed on the Institution’s premises. Therefore, qualified and experienced library staff, together with library opening times, are not applicable.
### INSPECTION AREA – QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

#### 25. The information technology resources are well managed, effective and provide a fit-for-purpose learning resource for the student body

| 25.1 | There is appropriate technological access and sufficient connectivity to enable students to study flexibly. | ☒ Yes □ No |
| 25.2 | Students have effective online resources that assist with their learning, optimise interaction between the institution and the student, and enhance instructional and educational services. | ☒ Yes □ No □ NA |
| 25.3 | There is provision of appropriate, up-to-date software and virtual learning environments that reflect the needs of the programmes. | ☒ Yes □ No □ NA |
| 25.4 | There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency. | ☒ Yes □ No |
| 25.5 | The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, academic staff, and students and staff working remotely. | ☒ Yes □ No |
| 25.6 | The institution makes effective provision for students to access conventional and online resources. | ☒ Yes □ No |

**This standard is judged to be:**

☒ Met □ Partially Met □ Not Met

**Comments**

- Appropriate technology to support study and work for students and staff is in place. Internet provision is good and allows students to study flexibly and to communicate with lecturers and other staff.
- Software, hardware and the Institution’s VLE are regularly reviewed and updated to ensure that they meet the current needs of programmes, students and staff.
- Appropriate IT technical support is in place and this ensures that the systems are operational at all times. Training in IT systems is provided when needed.
- Access to online resources is excellent, with high-quality course materials and an extensive online library available. As all courses are online, conventional resources are not provided.

#### 26. The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary

| 26.1 | The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly and, where necessary, appropriate action is taken. | ☒ Yes □ No |
| 26.2 | Student feedback is obtained through appropriate formal student representation mechanisms. | ☒ Yes □ No |
| 26.3 | The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views. | ☒ Yes □ No |

**This standard is judged to be:**

☒ Met □ Partially Met □ Not Met

**Comments**
The views of all stakeholders are canvassed and recorded regularly. For example, feedback is taken from students via module surveys and representatives on the SEEG. The results are analysed and considered by the AB, with action plans developed.

Externally, feedback is formally taken from validating bodies, professional bodies and via GUS. In addition, an alumni survey has been recently implemented to take feedback from former students in the context of their employment.

Meetings of professional bodies and seminars are used as a mechanism to collect feedback and discuss potential developments. Feedback taken is discussed by the SEEG and actions are taken as appropriate.

Responses to feedback regarding any actions taken, or to explain why action has not been taken if that is the case, are provided at regular, online meetings with students and staff.

The staff and student meetings during the inspection confirm that the formal feedback mechanisms are effective. They are appropriate and used very effectively to provide useful feedback to the Institution’s stakeholders.

27. The institution has effective systems to review its own standards and assess its own performance

27.1 All quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders. ☒ Yes ☐ No

27.2 The institution’s quality assurance policies and procedures appropriately inform its strategic management. ☒ Yes ☐ No

27.3 The principles of quality assurance are embedded throughout the institution to ensure a quality ethos. ☒ Yes ☐ No

27.4 The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against clearly specified and appropriate performance indicators. ☒ Yes ☐ No

27.5 Management compiles regular reports that present the results of the institution’s reviews and incorporate action plans. ☐ Yes ☒ No

27.6 Particular attention is paid to the quality of the student learning experience and to ensuring that there is fair treatment of all students. ☒ Yes ☐ No

27.7 The nominated course leader produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels. ☒ Yes ☐ No

27.8 The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report, which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment. ☒ Yes ☐ No

27.9 Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations. ☒ Yes ☐ No

27.10 General performance reports include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues. ☒ Yes ☐ No

27.11 Review and revalidation of programmes on a regular basis involve external assessors as appropriate. ☒ Yes ☐ No

27.12 Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action-planning. ☒ Yes ☐ No

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

Comments
The Institution’s quality assurance framework has detailed and comprehensive policies covering all aspects of its operation. The procedures associated with each policy are available to tutors via the tutor on-boarding centre, which is readily available to all staff via the Institution’s VLE and also provided to staff and students in their respective handbooks.

Appropriate and well-established quality assurance systems and procedures are managed effectively by senior leaders so that the Institution is able to fulfil its mission and vision. For example, AB meetings include reports from the SEEG and from the HoQ, which ensures that quality assurance policies and procedures are considered as part of strategic developments.

Quality is an important aspect of the Institution’s operation, with a close link made between the Institution’s quality assurance policies and procedures and the strategic development of its provision. As a result, quality assurance is a core part of the Institution’s ethos, with academic staff in meetings highlighting a number of key elements that are embedded into everyday practice across the operation of the Institution. End-of-session course and annual programme reports are produced.

LSBF BS undertakes regular and systematic monitoring of its operations, reviewing all aspects of its performance against a wide range of performance indicators and metrics. Performance is regularly reviewed against these benchmarks to identify areas for improvement. For example, documents from the AB, the SEEG and the LTAC indicate that quality assurance processes and procedures are consistently and suitably considered.

27.5 A separate, overall report covering the results of all of the Institution’s reviews and that incorporates action plans is not compiled. As a result, the Institution does not have a report that provides a clear overview of its performance across all the provision.

The Institution’s quality assurance systems pay particular attention to the quality of the student learning experience and ensuring that there is fair treatment of all students. For example, the wide membership and effective operation of the SEEG, due to its terms of reference, is a highly effective forum for discussing the learning experience and ensuring fair treatment of all students.

Course co-ordinators and academic leads regularly present summary reports of academic performance that include analysis of year-on-year results on student satisfaction, achievement levels, completion rates and consideration of progression to further study or employment.

Senior leaders review general performance reports from academic and support departments on a regular basis. These include an analysis of student outcomes in terms of year-on-year performance and variations. This enables decisions to be made on the quality of provision and level of student satisfaction, as aligned with the strategic aims of the Institution.

The Institution reviews and revalidates its programmes on a regular basis and appropriately involves external assessors. The validating body appoints an external assessor as part of the validation procedure. Additionally, external examiner reports are used to inform validation of new programmes. Programme design, validation and revalidation are undertaken thoroughly in collaboration with the partner university and as required under the partnership agreement. An integral element of this is the use of external academics as members of the programme approval panel.

The Institution has a broad range of systematic mechanisms in place to review the performance of its academic programmes, including consideration of programme reports against set performance criteria. This leads to the identification of action plans to enhance the quality of provision over time.

28. The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision

28.1 Good practice is effectively identified and disseminated across the institution. ☒ Yes ☐ No
End-of-session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement. ☒ Yes ☐ No

Action plans for enhancement are implemented and reviewed regularly within the institution’s committee structure. ☒ Yes ☐ No

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

Comments
A wide range of mechanisms to support the sharing of good practice across the Institution are in place. Good practice is identified both through student feedback and peer review.

The dissemination of good practice is achieved informally by discussions between tutors and the Dean at regular meetings, and more formally via CPD that covers issues of common interest to all tutors, as well as identified good practice.

End-of-session course and annual programme reports highlight the improvement that has been made and ongoing developments and are used to identify further areas requiring improvement. A specific action plan, with identified timelines for actions to be completed and allocations of responsibility, is produced.

Action plans are reviewed regularly in the Institution’s committee structure. The AB meets regularly to review the outcomes of internal audits and performance reports, including the review and creation of specific action plans where needed.

**INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING**

**29. The institution has suitable staff to ensure the successful delivery of online and distance learning**

29.1 Staff have an understanding of the specific requirements of online, distance and blended learning. ☒ Yes ☐ No ☐ NA

29.2 Academic staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques, and the use of appropriate instructional technology. ☒ Yes ☐ No ☐ NA

29.3 Tutors have an understanding of the special challenges and demands of online, distance and blended learning. ☒ Yes ☐ No ☐ NA

29.4 Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes. ☒ Yes ☐ No ☐ NA

29.5 Instructions and suggestions on how to study and how to use the online tutorial materials are made available to assist students to learn effectively and efficiently. ☒ Yes ☐ No ☐ NA

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

Comments
Lecturers are appropriately trained and have a good understanding of the requirements of online delivery. Learning is appropriately supported by lecturers’ use of the Institution’s chosen delivery platform and its VLE.

Lesson observations show that lecturers have a good understanding of the challenges and demands of online learning. Clear requirements for students to have a specified level of digital literacy are stated for relevant programmes.

Appropriate guidance on how to study and how to use the online tutorial materials is made available to assist students to learn effectively and efficiently.

**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 standard

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution’s strengths

Highly effective oversight and financial management support the development of the Institution.

A clear and very well-documented management structure ensures that senior leaders and managers understand their roles.

Highly effective channels of communication support the Institution’s day-to-day activities and further development effectively.

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<th>Actions required</th>
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<tr>
<td>None</td>
<td>☐ High ☐ Medium ☐ Low</td>
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GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution’s strengths

The Institution has comprehensive and systematic administrative systems that support the delivery of its provision effectively.

A highly effective administration team ensures the smooth running of the Institution for the benefit of students and staff.

Well-developed recruitment procedures ensure that staff are suitably qualified and experienced and fully understand their specific responsibilities.

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<td>None</td>
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TEACHING, LEARNING AND ASSESSMENT

Institution’s strengths

Well-qualified, knowledgeable and experienced academics support their students well to achieve their learning objectives.

Students benefit from high-quality learning resources that support their independent study skills.

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<td>None</td>
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STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution’s strengths

A highly developed pastoral system supports students effectively to achieve their learning objectives.

A wide range of online learning resources supports students’ independent study skills.
PREMISES, FACILITIES AND LEARNING RESOURCES

Institution’s strengths

Very high-quality premises effectively support the administration of the Institution.

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QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution’s strengths

A wide range of quality assurance mechanisms, which are effectively linked to specific strategic objectives and key performance indicators and metrics, support the Institution’s continued improvement.

Leaders and managers have implemented a comprehensive range of effective feedback processes to gather the views of students and other stakeholders to support course development effectively.

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<tr>
<td>27.5 LSBF BS must ensure that a regular report is produced that includes a longitudinal performance analysis, with appropriate key performance indicators and action plans.</td>
<td>☐ High ☒ Medium ☐ Low</td>
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ONLINE, DISTANCE AND BLENDED LEARNING

Institution’s strengths

A highly effective VLE platform fully supports all aspects of the Institution’s work and provides excellent guidance to students, which helps them to achieve their target qualifications.

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RECOMMENDED AREAS FOR IMPROVEMENT

The Institution should consider developing a document that draws together and details in one place all its administrative policies and supporting procedures.

LSBF BS should consider developing an administrative staff handbook that provides clarity on the roles and responsibilities of the Institution’s administrative staff.

COMPLIANCE WITH STATUTORY REQUIREMENTS
THE INSPECTION WAS CARRIED OUT BY:

<table>
<thead>
<tr>
<th>Nigel Chambers</th>
<th>Lead Inspector</th>
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