

BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Short Course Provider (SCP) Full Inspection

ORGANISATION: London School of Business and Finance - Executive Education

ADDRESS: 5th Floor
Sceptre Court
40 Tower Hill
London
EC3N 4DX

HEAD OF ORGANISATION: Prof Dr Maurits Van Rooijen

DATE OF INSPECTION: 12 - 13 October 2016

ACCREDITATION STATUS AT INSPECTION: Unaccredited

DECISION ON ACCREDITATION:

- Accreditation awarded for the full four-year period.
- Decision on accreditation deferred.
- Award of accreditation refused.

Date: 23 Nov 2016

1. Background to the organisation

The London School of Business and Finance (LSBF) was founded in 2003 and operated in several parts of the United Kingdom (UK). In 2008, LSBF instigated a process of organisational change in respect of their operational structure.

LSBF Executive Education was formed in 2008, as a subsidiary of LSBF. LSBF Executive Education has, however, full independent control of all the educational and quality assurance aspects of its provision. In 2014, LSBF became part of the Global University Systems (GUS) and a new Managing Director was appointed.

LSBF Executive Education's aim is to prepare the global business leaders of tomorrow for leadership, excellence and success. The appointment of a new Managing Director has been a driving force in establishing LSBF Executive Education as a subsidiary of LSBF, as part of GUS. The GUS group provides LSBF Executive Education with business support services, in terms of the human resource (HR) function, premises, marketing and recruitment.

2. Brief description of the current provision

LSBF Executive Education is a short course provider (SCP). It does not offer any courses that last longer than 12 weeks. LSBF Executive Education has no responsibility for offering degree or post-graduate courses under the wider LSBF brand or GUS framework. All course participants at LSBF Executive Education are professionals in the workplace.

Courses fall under the category of business studies and are modular in organisation, enabling participants to choose a mix of modules suiting their individual needs. Courses cover, for example, marketing, management and finance and strategy. None of the courses offered are externally accredited.

Currently all participants are European Union (EU) nationals, including several UK citizens. There are no students under the age of 18 or any identified vulnerable adults.

LSBF Executive Education operates from two sites in central London.

In discussion with the CEO, the Managing Director and a senior administrator, the scope of the inspection was discussed and agreed. BAC is being asked to accredit only the provision of LSBF Executive Education and no wider provision of the LSBF brand and that any accreditation awarded would only apply to LSBF Executive Education as a SCP. To this end, LSBF Executive Education agreed that there must be a clearer separation in the marketing and publicity material, principally on the LSBF website, between the short course provision, that BAC is being asked to accredit, and all other LSBF provision.

3. Inspection process

The inspection was conducted by two inspectors over two days. Sceptre Court and Holborn, the two teaching sites where LSBF Executive Education operate, were visited. A total of three taught classes were observed by the inspectors. Interviews were conducted with the Chief Executive Officer (CEO) of LSBF, the Managing Director of LSBF Executive Education along with other senior staff, such as the International Student Recruitment Manager, the Head of Admissions, the Student Recruitment Team Manager and the Programme Manager. The inspectors also met with the administrative team, two tutors and a group of nine students. Documentation and policies were scrutinised along with a large amount of graded participant work.

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 provider.

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. | <input checked="" type="radio"/> Yes <input type="radio"/> 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. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 1.3 | There are clear channels of communication between the management and staff and those working at the delivery venue/s. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Management and leadership of LSBF Executive Education are clearly defined and well understood with named people in specific roles. LSBF Executive Education has a clear sense of direction and a good mix of senior managers leading talented and well qualified staff. This has been of particular importance as LSBF Executive Education has developed independence from the wider LSBF organisation.

2. The administration of the provider is effective

- | | | |
|-----|---|---|
| 2.1 | Administrators are suitably qualified or experienced and understand their specific responsibilities and duties. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.2 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.3 | The administrative support available to the management is clearly defined, documented and understood. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.4 | Policies, procedures and systems are well documented and effectively disseminated across the provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.5 | Data collection and collation systems are effective. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 2.6 | Administrative offices are adequate in size and resources for the effective administration of the provider. | <input checked="" type="radio"/> Yes <input type="radio"/> No |

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

Comments

Excellent management of dedicated and well qualified staff is a feature of the organisation. Some policies would benefit from minor updating.

3. **The provider employs appropriate managerial and administrative staff**

- 3.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff. Yes No
- 3.2 Experience and qualifications claimed are verified before employment. Yes No
- 3.3 There is an effective system for regularly reviewing the performance of staff. Yes No

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

Comments

The HR and personnel functions of the GUS organisation provide the support procedures for the recruitment of staff. LSBF Executive Education are responsible, however, for the selection of all staff connected with teaching, learning and quality assurance.

4. **Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the provider and its programmes**

- 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

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

Comments

Publicity material is clear and accurate.

5. **The provider takes reasonable care to recruit and enrol suitable participants for its courses**

- 5.1 Entry requirements for each course, including those relating to language ability, are set at an appropriate level and clearly stated in the course descriptions seen by prospective participants. Yes No NA
- 5.2 A formal application process ensures that participants meet the entry requirements and any claimed qualifications are verified. Yes No NA
- 5.3 The provider replies to all application enquiries promptly and appropriately and briefs all stakeholders properly on the nature and requirements of its programmes. Yes No NA
- 5.4 Any overseas recruitment agents are properly selected, briefed, monitored and evaluated. Yes No NA

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

Comments

There are a number of dedicated staff working to ensure that suitable participants are recruited onto programmes of LSBF Executive Education. Discussions with participants confirmed the suitability of the courses for those enrolled. LSBF Executive Education uses UK National Academic Recognition Information Centre (NARIC) processes for the purposes of benchmarking participants' qualifications.

6. **There is an appropriate policy on participant attendance and effective procedures and systems to enforce it**

- 6.1 There is a clear and published policy on participant attendance and punctuality. Yes No
- 6.2 Accurate and secure records of attendance and punctuality at each session are kept for all participants, collated centrally and reviewed. Yes No NA
- 6.3 Participant absences are followed up promptly and appropriate action taken. Yes No

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

Comments

7. **The provider regularly obtains and records feedback from participants and other stakeholders and takes appropriate action where necessary**

- 7.1 The provider has effective mechanisms for obtaining feedback from participants and other stakeholders (such as staff, partner providers and employers) on all aspects of the provider's provision, including formal participant representation where appropriate. Yes No
- 7.2 Feedback is obtained, recorded and analysed on a regular basis. Yes No
- 7.3 The feedback is reviewed by management and action is taken where necessary. Yes No
- 7.4 There is a mechanism for reporting on the provider's response to the feedback to the participant body. Yes No

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

Comments

Participant feedback is regularly collected and the senior management team scrutinise feedback.

8. **The provider has effective systems to review its own standards and assess its own performance with a view to continuing improvement**

- 8.1 There are effective systems for monitoring and periodically reviewing all aspects of the provider's performance. Yes No
- 8.2 Reports are compiled which present the results of the provider's reviews and incorporate action plans. Yes No
- 8.3 Action plans are implemented and regularly reviewed. Yes No

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

Comments

LSBF Executive Education has an efficient data collection process, which gathers information on participant assessment and attainment, attendance, completion rates and feedback. There are new internal verification procedures and a recognised quality assurance structure with regular management meetings to review progress. Courses are rated by participants for the quality of the tutor, the course materials, the participant support and the facilities. Lessons are observed and all staff appraised annually with resulting action plans created. This activity would be improved if the work undertaken led to the production of more evaluative quality assurance actions.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

9. Programme management is effective

- 9.1 There is a suitably qualified and experienced programme manager or management team with responsibility for teaching, learning and assessment and the management of the body of trainers. Yes No NA
- 9.2 Classes are timetabled and rooms allocated appropriately for the courses offered. Yes No NA
- 9.3 The allocation of trainers to classes provides for a consistent learning experience and delivery is monitored to ensure consistency. Yes No NA
- 9.4 There is an appropriate policy and effective procedures for the acquisition of teaching and learning resources. Yes No NA

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

Comments

10. The courses are planned and delivered in ways that enable participants to succeed

- 10.1 Courses are designed and delivered in ways that allow participants to develop the knowledge and skills which will be required for final examinations or assessments or which meet stakeholders' requirements. Yes No NA
- 10.2 Lessons and assessments maintain an appropriate focus on any assessment objectives or statement of learning outcomes established by the awarding body. Yes No NA
- 10.3 Formative assessments appropriately reflect the nature and standards of summative examinations. Yes No NA
- 10.4 Participants are encouraged and enabled to develop independent learning skills. Yes No NA
- 10.5 The academic backgrounds and particular needs of participants are taken into account in the classroom delivery of the course. Yes No

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

Comments

Participants commented that the programmes were suitable for their own skill and knowledge development.

11. **Trainers are suitable for the courses to which they are allocated and effective in delivering them**

11.1 Trainers are appropriately qualified and experienced. Yes No

11.2 Trainers have a level of subject knowledge, pedagogic and communicative skill which allows them to deliver the content of courses effectively. Yes No

11.3 The appraisal procedures for trainers incorporate regular classroom observation. Yes No

11.4 Trainers are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of participants. Yes No

11.5 Trainers respond to different learning needs of participants where appropriate, taking various learning styles into account in their planning and delivery of lessons. Yes No

11.6 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

Trainers' continuous professional development has been, and continues to be, strongly encouraged.

12. **The provider provides participants and trainers with access to appropriate resources and materials for study**

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

Comments

The library is well stocked.

13. **Participants receive appropriate assessment and feedback on their performance and progress, which are effectively monitored**

- | | | |
|------|---|--|
| 13.1 | Feedback is given to individual participants tailored to meet their specific needs and constructive in its nature and delivery. | <input checked="" type="radio"/> Yes <input type="radio"/> No |
| 13.2 | Courses are planned to include a schedule of assessments, the procedures and criteria for which are available in writing and in advance to participants and trainers. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.3 | Assessment outcomes are monitored to enable the identification of participants who are not making satisfactory progress and prompt intervention where appropriate. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.4 | Participants are made aware of how their progress relates to their targeted level of achievement. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.5 | Additional support or advice on alternative courses is provided to participants who are judged not to be making sufficient progress to succeed. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 13.6 | Participants have appropriate access to trainers outside class time. | <input checked="" type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |

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

Comments _____

14. **The provider offers courses leading to accredited awards granted by recognised awarding bodies wherever appropriate**

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

Comments _____

15. **There is a clear rationale for courses leading to unaccredited or internal awards**

- | | | |
|------|---|---|
| 15.1 | There is a clear statement of the level claimed relative to the NQF/QCF and evidence that participants who receive the award meet the stated requirements for that level. | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 15.2 | There is evidence of the extent to which the awards are accepted for the purposes of employment or further study. | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |
| 15.3 | External moderators are involved in the assessment process where appropriate. | <input type="radio"/> Yes <input type="radio"/> No <input type="radio"/> NA |

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

Comments _____

Quality may be enhanced with the introduction of an external academic view, perhaps by the sampling of LSBF Executive Education's internal assessments to ensure their consistency and rigour.

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

- 16.1 The provider complies with the requirements of the relevant awarding bodies in terms of examination security and administration where appropriate. Yes No NA
- 16.2 For internal assessments and awards, there are effective systems in place for examination security and administration, and 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

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

INSPECTION AREA - PARTICIPANT WELFARE

17. **Participants receive pastoral support appropriate to their age, background and circumstances**

- 17.1 There is at least one named staff member responsible for participant welfare who is suitably trained, accessible to all participants and available to provide advice. Yes No NA
- 17.2 Participants receive appropriate advice before the start of the programme. Yes No
- 17.3 Participants receive an appropriate induction and relevant information at the start of the programme. Yes No
- 17.4 Participants are issued with a contact number for out-of-hours and emergency support. Yes No NA
- 17.5 The provider has policies in place to avoid discrimination and a published procedure for dealing with any abusive behaviour. Yes No

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

Comments

Participant welfare and support is effectively handled by a dedicated and well qualified staff member. Participants spoke of the usefulness of the service provided. The dedicated manager is a specialist in disability support, which is not just confined to physical issues but encompasses any participant who may have a learning difficulty or special educational needs.

18. **International participants are provided with specific advice and assistance**

- 18.1 International participants receive appropriate advice before their arrival on travelling to and staying in the UK. Yes No
- 18.2 International participants receive an appropriate induction upon arrival covering issues specific to the local area. Yes No
- 18.3 Information and advice specific to international participants continues to be available throughout the course of study. Yes No
- 18.4 Provision of support takes into account cultural and religious considerations. Where possible, participants have access to speakers of their own first language. Yes No

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

Comments

Participants reported that they were very satisfied with the pre-course and on-course advice and assistance provided.

19. **The fair treatment of participants is ensured**

- 19.1 Participants apply for and are enrolled on courses under fair and transparent contractual terms and conditions. Yes No
- 19.2 Participants have access to a fair complaints procedure of which they are informed in writing at the start of the course. Yes No

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

Comments

There is a complaints procedure, an appeals procedure and also a separate academic appeals procedure for participants disputing grades. There were no current student complaints concerning any matters, including refunds.

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

- 20.1 Any residential accommodation is clean, safe and of a standard which is adequate to the needs of participants. Yes No
- 20.2 Any residential accommodation is open to inspection by the appropriate authorities, including Ofsted where participants under 18 are accommodated. Yes No NA
- 20.3 Clear rules and fire, health and safety procedures are in place, with appropriate precautions taken for security of participants and their property. Yes No
- 20.4 A level of supervision is provided appropriate to the needs of participants. Yes No
- 20.5 Separate accommodation blocks are provided for participants under 18. Yes No NA

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

Comments

21. **Where home-stay accommodation is organised, the welfare of participants is ensured and the provider's relationship with hosts is properly managed**

- 21.1 Due care is taken in selecting home-stay accommodation which both provides a safe and comfortable living environment for participants and is appropriately located for travel to the provider and back. Yes No
- 21.2 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
- 21.3 The provider has appropriate contracts in place with any hosts, clearly setting out the rules, terms and conditions of the provision. Yes No
- 21.4 Appropriate advice and support is given to both hosts and participants before and during the placement. Yes No
- 21.5 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

22. **The provider provides an appropriate social programme for participants and information on leisure activities in the area**

- 22.1 Participants are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest. Yes No
- 22.2 The social programme is responsive to the needs and wishes of participants. Yes No NA
- 22.3 Any activities within the social programme have been chosen with consideration for their affordability by the majority of participants. Yes No NA
- 22.4 Any activities organised by the provider are supervised by a responsible representative with suitable qualifications and experience. Yes No NA

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

Comments

The social programme is operated by another constituent part of the GUS organisation.

INSPECTION AREA - PREMISES AND FACILITIES**23. The provider has secure possession of and access to its premises**

23.1 The provider has secure tenure on its premises. Yes No NA

23.2 Where required, the provider has access to suitable external premises for training purposes of a temporary or occasional nature. Yes No NA

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

Comments

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

24.1 Access to the premises is appropriately restricted and secured. Yes No

24.2 The premises are maintained in an adequate state of repair, decoration and cleanliness. Yes No

24.3 There are specific safety rules in areas of particular hazard (e.g. science laboratories), made readily available to participants, staff and visitors. Yes No NA

24.4 General guidance on health and safety is made available to participants, staff and visitors. Yes No

24.5 There is adequate signage inside and outside of the premises and notice boards for the display of general information. Yes No

24.6 There is adequate circulation space for the number of participants and staff accommodated, and a suitable area in which to receive visitors. Yes No

24.7 There are toilet facilities of an appropriate number and level of cleanliness. Yes No

24.8 There is adequate heating and ventilation in all rooms. Yes No

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

Comments

Overall good quality premises are used and detailed health and safety records are kept.

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

- 25.1 Training rooms and other learning areas provide adequate accommodation in size and number for the classes allocated to them. Yes No
- 25.2 Training rooms and any specialised learning areas (e.g. laboratories, workshops, studios) are equipped to a level which allows for the effective delivery of each course. Yes No NA
- 25.3 There are facilities suitable for conducting the assessments required on each course. Yes No NA

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

Comments

Some classrooms might benefit from the provision of interactive whiteboards.

26. **There are appropriate additional facilities for participants and staff**

- 26.1 Participants have access to sufficient space and suitable facilities for private study, including library and IT resources. Yes No NA
- 26.2 Trainers have access to sufficient personal space for preparing lessons, marking work and relaxation. Yes No NA
- 26.3 Participants and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate. Yes No NA
- 26.4 Participants and staff have access to storage for personal possessions where appropriate. Yes No NA
- 26.5 There are individual offices or rooms in which trainers and senior management can hold private meetings and a room of sufficient size to hold staff meetings. Yes No

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

Comments

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

Proactive and knowledgeable senior management leading LSBF Executive Education effectively.

Excellent and well managed administration, with some very detailed procedures and systems in place ensuring consistency and quality.

Staff clearly aware of their roles, responsibilities and organisational expectations.

Good use of GUS support processes in areas such as HR.

Excellent student welfare and support systems with high levels of participant satisfaction.

Bespoke policies relevant to LSBF Executive Education, which are relevant to most areas of operation.

Effective management communication covering academic, organisational and welfare functions enhancing the participant experience.

Promotion of good practices in handbooks.

Actions required	Priority H/M/L
None.	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

TEACHING, LEARNING AND ASSESSMENT

Provider's strengths

All teaching observed to be of an excellent standard.

Actions required	Priority H/M/L
None.	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

PARTICIPANT WELFARE

Provider's strengths

Dedicated student support staff providing a much appreciated service for participants across a range of issues.

Actions required	Priority H/M/L
None.	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

PREMISES AND FACILITIES

Provider's strengths

Excellent location of both premises.

Actions required	Priority H/M/L
None.	<input type="radio"/> High <input type="radio"/> Medium <input type="radio"/> Low

RECOMMENDED AREAS FOR QUALITY IMPROVEMENT

If BAC SCP accreditation is awarded, LSBF Executive Education should ensure that all BAC related publicity and marketing material is clearly distinguishable between its own provision and the wider LSBF brand.

Some policies would benefit from minor updating, for example, the Student Recruitment Policy and the Work Based Learning and Placements Policy.

It is recommended that LSBF Executive Education develops a quality review process that is focussed on an evaluative and qualitative analysis to build upon the information collected in its existing quantitative processes.

Although not strictly applicable to the LSBF Executive Education provision, quality may be enhanced with an external academic view, perhaps by the sampling, of internal assessments.

It is recommended that the provider invests in interactive whiteboard facilities in classrooms.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Compliance document has been signed. The inspectors observed no compliance issues and no matters relating to participant safeguarding.