BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE) Full Inspection

INSTITUTION: London College of Contemporary Arts

ADDRESS: 9 Holborn
London
EC1N 2LL

HEAD OF INSTITUTION: Mr Sagi Hartov

DATE OF INSPECTION: 23-24 November 2017

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: 22 March 2018

1. Background to the institution

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

LCCA was established in October 2016 as an independently run entity under Global University Systems (GUS), which is the holding company. The Institution is led by a Managing Director (MD) who also acts as Executive Dean. This role is supported by a Senior Management Team (SMT). The MD reports to the LCCA Board, which is chaired by the Chief Executive Officer (CEO) of GUS. GUS provides payroll, human resources, finance and legal services as well as access to administrative staff. GUS also determines the constitutional governance structure and policies in a number of areas.

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

2. Brief description of the current provision

LCCA' s provision ranges from programmes at level three to level seven. It offers three Bachelor of Arts (BA) programmes, three Master of Arts (MA) programmes, six Higher National Certificates (HNC) and Higher National Diplomas (HND), two foundation programmes and 24 short courses and continuing professional development (CPD) programmes.

The Institution works in partnership with Walsall College for the delivery of the HNCs and HNDs. It also works with OCN London in relation to its Access to Higher Education (HE) programmes. LCCA has franchise agreements with Mod'Art International, Paris for the BAs in Luxury and Fashion Business and Marketing and in Fashion Design and with Ecole D'Art Maryse Eloy (EME) Paris for the BA Graphic Design. It has a validation agreement with Universita Telematica Internazionale Uninettuno, Rome for the delivery of the three MA programmes. At the time of the inspection, the agreement with Universita Telematica Internatzionale Uninettuno, Rome was being renegotiated. There was clear and formal indication that the partnership would be extended. LCCA had, until mid 2017, a partnership agreement with Champneys. It hopes to negotiate a new agreement with Champneys for the delivery of courses in beauty.

At the time of the inspection, there were 540 students enrolled on 44 courses provided by LCCA. Of the 540 students, 50 were studying part-time. There are slightly more female students than male students. Half of the students are from the United Kingdom (UK). A minority of students are from the European Union with a very small minority from the rest of the world. At the time of the inspection, there were two students under the age of 18, both of whom were about to turn 18.

3. Inspection process

The inspection took place over two days. The inspection was undertaken by a lead inspector, a team inspector and, for the first day, a student inspector. The team scrutinised the documentary submission in advance of the visit. Other documents were scrutinised during the visit. Meetings were held with members of the SMT, including the MD, GUS quality manager and the Academic Director. Meetings were also held with a group of students from across the HNCs, HNDs, BAs and foundation programmes, as well as with administrative staff, associate teaching staff and course and programme leaders and managers. The inspection team observed a range of classes and undertook a tour of both premises. The Institution co-operated well with the inspection team.

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.

INSPECTION AREA - GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

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

1.1	The organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and understood by stakeholders.	⦿ Yes ◯ No
1.2	The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	⦿ Yes ◯ No
1.3	Policies, procedures and systems linking governance and management are well documented and effectively disseminated across the institution.	◯ Yes ⦿ No
1.4	The institution engages in appropriate risk management planning, which is administered and monitored by named individuals.	⦿ Yes ◯ No
1.5	The governing body conducts regular risk assessment exercises in all areas of the institution's provision.	◯ Yes ⦿ No
1.6	All relationships with other educational institutions and organisations are defined formally and are fully transparent, with institutions compliant with partner or parent institutions' requirements, where applicable.	⦿ Yes ◯ No

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

Comments

There are clear reporting lines within LCCA. The LCCA Board functions effectively as the governing body and is chaired by the CEO of GUS. The MD of LCCA both reports to and is a member of the LCCA Board. The Academic Director and the Head of Operations are also members of the LCCA Board. The SMT membership of the Board makes the Board less objective.

The SMT demonstrated a good awareness of their role and the relationship with GUS. At the time of the inspection, a new body, the LCCA Board of Governors, was in the process of being set up. There were clear terms of reference in place and the proposed membership profile was appropriate. There are role descriptions for each of the SMT. A comparison of these to the curriculum vitae (CVs) presented showed that not all members of the team fulfilled all the requirements specified in the role description. However, overall the SMT have adequate qualifications and experience to enable them to carry out their responsibilities appropriately.

The SMT, which is also called the Management Board, reports to the LCCA Board. Terms of reference are in place for the LCCA Board and meetings are fully minuted. The LCCA Governance Structure chart clearly shows how each part of the Institution relates to the SMT.

1.3 However, the Governance Structure chart includes both functional units and governance structures that are committee based. This is inconsistent and lacks clarity. Whilst the terms of reference for the governance structure are published, no formal documentation for the functional units, for example those for sales and marketing or admissions, is in place.

The LCCA has developed a risk register which identifies factors and scores them against likelihood and impact. Actions and owners are identified. The risk register will be monitored by the LCCA Board. It is too early to judge how effectively the register is monitored and the overall risk managed. Specialist facilities are reviewed for risk and records kept.

1.5 The LCCA Board does not own or carry out the risk assessment in order to ensure the probity of the Institution.

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

2.1	The institution has a clear strategy for the development of its higher education provision which is supported by appropriate financial management.	● Yes ○ No
2.2	There is provision for stakeholder input to inform the strategic direction of the institution.	● Yes ○ No
2.3	The strategy is well communicated to all stakeholders within and outside the institution.	○ Yes ● No
2.4	The governing body and senior management conduct a regular and systematic review of their own and the institution's overall performance and measure this performance against strategic targets.	○ Yes ● No

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

Comments

LCCA's first strategic plan is for the period 2017 to 2022. The plan was developed by the SMT and external views sought from colleagues in GUS. The plan is signed off by the SMT with final approval received from the chair of the LCCA Board.

2.3 Course directors and senior staff were aware of the strategic plan. However, there was no evidence to show that it was well disseminated beyond that to ensure consistency of awareness and understanding by all stakeholders. In addition, there was no evidence of a systematic process for gaining stakeholder input into the development of the plan.

The plan contains ambitious targets for example in relation to the increase in student numbers on some programmes and in terms of revenue increases. It also includes a mix of longer and shorter term objectives.

2.4 Some of the dates in the plan were not being met. It is not clear as to what action will be taken in the event that targets are not met and how the Institution will monitor its strategic targets and objectives to ensure their continued relevance and achievability.

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

3.1	The institution conducts its financial matters transparently and with appropriate probity.	● Yes ○ No
3.2	The institution's finances are subject to regular independent external audit.	● Yes ○ No

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

Comments

There is a clear process for developing and monitoring the budget with clear lines of responsibility. Approval of the budget is given by the CEO of GUS.

Annual accounts are subject to independent external audit.

INSPECTION AREA - ACADEMIC MANAGEMENT AND ADMINISTRATION

4.   **The institution is effectively managed**

4.1	The management structure is clearly defined, documented and understood by all stakeholders including governors, management, staff and students.	⦿ Yes ○ No
4.2	The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	⦿ Yes ○ No
4.3	There are clear channels of communication between management, the governing body, staff, students and other stakeholders.	⦿ Yes ○ No
4.4	There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. This should include provision for academic leadership at programme and individual course level.	⦿ Yes ○ No
4.5	There is an effective committee structure with appropriate reporting lines which informs management decision-making and provides feedback to stakeholders.	⦿ Yes ○ No
4.6	Committees and other meetings have clear and appropriate terms of reference, are scheduled to meet regularly and are minuted accurately.	⦿ Yes ○ No
4.7	There is a set of comprehensive policies, regulations and procedures for staff and student conduct.	⦿ Yes ○ No
4.8	Management ensures that all information, internal and external, including publicity material, is accurate and fit-for-purpose.	⦿ Yes ○ No
4.9	A policy exists and is administered effectively regarding collection of and refund of student fees.	⦿ Yes ○ No
4.10	Management compiles reports at least annually presenting the results of the institution's reviews and incorporating action plans. Reports include analysis of year-on-year student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	○ Yes ⦿ No
4.11	Action plans are implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body.	○ Yes ⦿ No
4.12	Management monitors and reviews academic and administrative staff performance through a clearly documented and transparent appraisal system.	⦿ Yes ○ No

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

Comments

The Quality Handbook confirms the status of LCCA as an academically autonomous institution within the GUS group. Policies, systems, procedures and regulations contained within it inform the institutional academic governance framework through which standards and quality are managed.

The remit of the Academic Board, which meets three times per year and is chaired by the Academic Director, includes quality assurance and quality enhancement as well as responsibility for monitoring and review. Membership of the Academic Board includes the MD, the three heads of school, course manager representatives, a quality manager and a student representative. The Academic Director works closely with a quality advisor and quality project manager who are employed by GUS. Schools are managed by a head of school who reports to the Academic Director and is responsible for quality, standards, student engagement and resources. Student attendance at committees allows the dissemination of relevant information to students through the student council meetings. The structure is appropriate but is still in the early states of being embedded.

4.10 The reporting structure reflects the various partner body requirements and is, therefore, inconsistent. This makes analysis across the Institution and between courses difficult. The reporting structure requires development to ensure consistency in both in-year and year-on-year analysis and comparisons to help build the coherence of LCCA as a single institution.

A College Publications Policy ensures that all published materials are fit-for-purpose and the content, including student and staff handbooks is reviewed annually. The coordination of external published materials, including the website, which are all of a high graphic standard is effective. The Academic Manager retains oversight of the production of internal, academic materials. Some policies are issued by GUS and then tailored to LCCA needs. Some are developed by LCCA. The Institution

is aware of the benefits of better aligning the presentation of documents so that they are consistent across LCCA.

The quality assurance cycle includes the preparation of an annual monitoring and enhancement report which draws on the annual reports from each programme. This is a sound approach. The first one was prepared in October 2017.

4.11 There is no statistical data in the report which is a reflection of the newness of the Institution. However, it is not clear whether the action plan only refers to one programme or to all. Many of the actions are ongoing which will present a challenge for monitoring. It was too early, at the time of the inspection, for there to be evidence of how action plans are implemented, monitored and reviewed.

A new comprehensive staff appraisal process which covers all staff, was being piloted at the time of the inspection. It is due to be launched at the start of 2018. At the time of the inspection, it was too early to assess the impact on the teaching, including its effectiveness in sharing good practice.

5. **Academic management is effective**

5.1	There are appropriate procedures for the proposal, design and validation of programmes of study which take cognisance of the mission of the institution, national imperatives, market demand and resource issues and reflect international norms.	◉ Yes ○ No
5.2	Management ensures that the stated curricula are delivered as presented in the prospectus and other related documentation, and that requirements from professional or other relevant bodies are met.	◉ Yes ○ No
5.3	There are regular scheduled and minuted meetings of academic staff to review academic programmes.	◉ Yes ○ No
5.4	There is an appropriate policy and effective procedures exist for the acquisition of academic resources to support programmes.	◉ Yes ○ No
5.5	Appraisal of academic staff includes regular classroom observation which is used for the dissemination of good practice.	◉ Yes ○ No
5.6	Academic staff are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.	◉ Yes ○ No

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

Comments

LCCA works with its partners to develop the curricula for the BA and MA programmes. LCCA ensures that developments are referenced to relevant UK subject benchmark statements. The procedures for the development of the short courses and CPD courses are in compliance with GUS directives and are appropriately referenced to National Occupational Standards. LCCA senior management consults individuals from industry and also reviews student views in the development of the curriculum. However, there is no formal and systematic process for gathering the views of stakeholders. The new LCCA Board of Governors will go some way to addressing this.

The allocation of academic resources is demand-led. Course teams identify their requirements to the Academic Director twice a year. Resource bids are reviewed by the Operations Manager within the oversight of GUS and procurement is through GUS centralised systems.

Classroom observations take place regularly on a drop-in basis, particularly for new tutors. Partnership liaison managers undertake learning walks to observe classes. Staff gain feedback from the observations. The outcome of observations will link to the new staff appraisal system.

Staff development events, focused towards teaching enhancement, are currently offered to tutors. Staff confirmed that they attended staff-development events provided by both the UK and oversees partner awarding bodies. However, evidence from meeting notes, indicated that attendance at in-house staff development events is not satisfactory.

6. **The institution is effectively administered**

6.1	Administrators are suitably qualified and experienced and understand their specific responsibilities and duties.	⊙ Yes ○ No	
6.2	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	⊙ Yes ○ No	
6.3	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	⊙ Yes ○ No	
6.4	Policies, procedures and systems are well documented and disseminated effectively across the institution.	⊙ Yes ○ No	
6.5	Data collection and collation systems are effective and accurate.	⊙ Yes ○ No	
6.6	Classes are timetabled and rooms allocated appropriately for the courses offered.	⊙ Yes ○ No	
6.7	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	⊙ Yes ○ No	

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

Comments

There is a core of LCCA administrative staff who are appropriately qualified and experienced and clear about their roles and responsibilities. In addition, LCCA draws on the qualified and experienced central GUS administrative resource, which ensures that additional administrative demands are effectively met.

Administrative staff were clear about new policies and processes. Awareness and understanding of the policies and processes are achieved through a variety of channels including meetings, e-mail and unit heads.

Class timetable information, which is available to staff and students via an online platform, is also available via monitors which are mounted on the walls in each lift lobby.

Administrative records and student files are stored in a dedicated section of an online file storage application, with secure access provided through the Administrative Manager. Secure data server back-up systems are in place. The development of a new data management system, dedicated specifically to recruitment, student data and academic management is planned for the near future.

7. **The institution employs appropriately qualified and experienced managerial and administrative staff**

7.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.	⊙ Yes ○ No	
7.2	There are effective procedures for the induction of all staff.	⊙ Yes ○ No	
7.3	There is a transparent and well-documented appraisal system for all staff.	⊙ Yes ○ No	
7.4	There are clear and appropriate job specifications for all staff.	⊙ Yes ○ No	
7.5	All staff are treated fairly and according to a published equality and diversity policy.	⊙ Yes ○ No	
7.6	The institution has a clear policy regarding the handling of legal issues relating to the employment of staff.	⊙ Yes ○ No	
7.7	Staff have access to a complaints and appeals procedure.	⊙ Yes ○ No	
7.8	Opportunities are provided for the continuing professional development of administrative and managerial staff.	⊙ Yes ○ No	

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

Comments

Administrative staff appointments follow a clear procedure. All new staff receive appropriate support and training under

the supervision of human resources, health and safety and facilities personnel.

There is a suitable learning and development policy, which includes options for attending conferences and visiting partner institutions. Staff confirmed that they had been able to make use of these opportunities. The new appraisal system builds in CPD and this will ensure that it is more systematic.

INSPECTION AREA - TEACHING, LEARNING AND ASSESSMENT

8. **Academic staff are appropriately qualified and effective in facilitating student learning**

8.1	Academic staff are appropriately qualified in terms of subject knowledge, pedagogic and communicative skills, and experienced for the courses to which they are allocated.	⦿ Yes ◯ No
8.2	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills which will be required for final examinations or assessments.	⦿ Yes ◯ No
8.3	Learning outcomes for all programmes are articulated and are publicly available.	⦿ Yes ◯ No
8.4	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	⦿ Yes ◯ No
8.5	Academic staff ensure the active participation of all students in class activities.	⦿ Yes ◯ No
8.6	Academic staff use a mixture of large and small group and individual activities, to encourage and support students' learning.	⦿ Yes ◯ No
8.7	Academic staff supply students with access to any additional learning materials as appropriate to support student learning.	⦿ Yes ◯ No
8.8	Academic staff produce schemes of work and detailed lesson plans and lodge these with the administration.	⦿ Yes ◯ No
8.9	Academic staff draw upon current research in their teaching.	⦿ Yes ◯ No
8.10	Students are encouraged and enabled to develop independent learning skills.	⦿ Yes ◯ No
8.11	Where appropriate, students are given the opportunity to obtain relevant workplace experience.	⦿ Yes ◯ No ◯ NA
8.12	Students have access to teaching staff outside teaching and learning sessions.	⦿ Yes ◯ No
8.13	The institution provides students and academic staff with access to appropriate resources and materials for study and encourages and supports their use of these.	◯ Yes ⦿ No

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

Comments

Full-time tutors are supported by a group of part-time, self-employed associate teachers. All teaching staff have appropriate industry experience and are suitably qualified, with a number being qualified to a post-graduate level. However, inconsistencies were noted between the required qualifications stated in job descriptions and the qualifications of those currently in the job role. As a result, there is a lack of clarity as to who might be most suitable for the role which could lead to inappropriate staff recruitment.

The international background of the majority of tutors fully complements the diversity of the student body, enhances cultural awareness and ensures that tutors bring an appropriately global perspective to their teaching.

The tutors' significant involvement in industry contributes effectively to the LCCA focus on student employability. It provides support for the identification of work placements, for initiating industry and exhibition visits, and is an effective avenue for finding outside speakers to support the careers programme.

A wide variety of teaching methods is fully enabled by a good range of classroom and technical studios, the majority of which provide flexibility. The small classes enable tutors to provide individual support to students. Tutors are aware of the individual learning needs of students. Tutors also provide guidance in feedback on formative assessments.

Independent learning skills are fully embedded into post-graduate courses. Undergraduate, HND and HNC courses include study and research-skills-support aimed at increasing student's level of autonomy. Students are assessed for numeracy, maths and English language needs at the start of their course and appropriate support is provided.

LCCA's focus on transferable skills and employability is fostered through work experience placements and internships. LCCA also supports placements where the outcomes are not part of the assessment. Host companies are fully vetted prior to the placement and staff monitor the workplaces during the placement period.

The Institution maintains an open door policy regarding student access to staff out of teaching sessions. Students confirmed the effectiveness of this as a means to support their learning experience.

The specialist teaching facilities and the associated equipment are up-to-date. They are appropriate for delivery of the applied courses offered by LCCA. Staff draw on materials and resources from their own practice, which ensures that materials reflect current industry practice. The library stock, both hard and electronic, also effectively supports teaching and learning.

8.13 However, the access provided to online resources was not meeting the resource needs of staff. For example, staff were using documents from their own online file sharing accounts to support their teaching. The Institution was aware of the problem and the need to address it.

9.	**Assessment is fair, well-organised and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work**	
9.1	Students are provided with an assessment schedule in which required coursework and revision periods are detailed in advance with clear submission dates.	⦿ Yes ○ No
9.2	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
9.3	Assessment tasks are clearly written, indicating what students need to do to achieve stipulated levels of achievement.	⦿ Yes ○ No
9.4	Students receive detailed and supportive oral and written feedback on their assessments and overall performance and progress, which are effectively monitored.	⦿ Yes ○ No
9.5	There are secure and efficient procedures for the administration of examinations and other means of assessment.	⦿ Yes ○ No
9.6	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	⦿ Yes ○ No
9.7	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	⦿ Yes ○ No
9.8	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	⦿ Yes ○ No
9.9	The institution makes student records and transcripts available to its students in a timely manner.	⦿ Yes ○ No

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

Comments

Assessment strategies are appropriately mapped to meet the awarding body requirements as set out in course specifications. Unit handbooks outline learning outcomes and assessment criteria clearly. The HNC, HND and foundation programme in art and design include both grading descriptors and a list of summary of evidence required by the student.

All processes associated with assessment also reflect the requirements of the relevant awarding body, including those relating to the security of examinations. Assessed student artifacts are kept locked in the basement of the building.

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

10.1	Academic staff are encouraged and supported to undertake research in relevant fields and to publish their findings.	◉ Yes	○ No
10.2	Academic staff contracts require academic staff to engage in research and/or scholarship relevant to their teaching and other duties.	○ Yes	◉ No
10.3	The institution encourages and supports staff to obtain additional qualifications.	◉ Yes	○ No
10.4	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	◉ Yes	○ No
10.5	The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.	○ Yes	◉ No

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

Comments

Although LCCA does not have a research capability, staff are encouraged to undertake scholarly activity which is fully appropriate for the applied nature of the provision offered by the Institution. LCCA provides time-off and some limited financial support for staff to attend conferences or relevant sector events.

10.2 Requirements for staff to undertake research and/or scholarly activity are not currently clarified in staff contracts.

The Institution has a commitment to developing the teaching skills of staff and for staff to hold a recognised teaching qualification. Currently a minority of staff hold a teaching qualification. At the time of the inspection, LCCA was finalising an agreement with a local university for staff to attend their postgraduate certificate in teaching and learning. This will be supported financially by LCCA.

LCCA does not provide financial support for staff to undertake research degrees, though staff who are undertaking a Doctor of Philosophy (PhD) programme may request paid time off to attend relevant meetings or events.

10.5 LCCA does not currently identify dedicated time for staff to meet to share subject specific developments in research.

INSPECTION AREA - STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

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

11.1	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
11.2	Information on the programmes available is comprehensive, accurate and up-to-date.	◉ Yes	○ No
11.3	There are effective procedures to update information on a regular basis.	○ Yes	◉ No
11.4	Students are informed of the status of the qualifications offered, including the awarding body and level of award.	◉ Yes	○ No
11.5	Students are given some indication of the type of careers graduates may follow and any professional body exemptions that may be available.	◉ Yes	○ No
11.6	Students are informed of the full cost of all programmes, including costs of assessments and any required materials.	◉ Yes	○ No
11.7	Students are informed as to the necessary English language requirements for entry on to programmes.	◉ Yes	○ No
11.8	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

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

Comments

Information about the Institution is available on the website as well as in a hard copy prospectus. Information covers location, a description of the Institution and the range and nature of programmes together with partner organisations.

11.1 The website mentions one set of premises, at number nine Holborn and does not mention the other premises.

11.3 At the time of the visit, there was no live partnership agreement with Champneys. This partnership is, however, presented on the website together with the programme areas offered. The processes for updating the website are not currently implemented consistently.

Students are well-informed about the qualifications, their status and potential career opportunities. Entry requirements are clear.

LCCA has a fully documented Accreditation of Prior Experiential Learning (APEL) process.

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

12.1	Entry requirements for each programme are set at an appropriate level and clearly stated in the programme descriptions seen by prospective students.	◉ Yes ○ No	
12.2	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	◉ Yes ○ No	
12.3	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	
12.4	All application enquiries are responded to promptly and appropriately.	◉ Yes ○ No	
12.5	Any recruitment agents are properly selected, briefed, monitored and evaluated.	○ Yes ○ No ◉ NA	
12.6	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	
12.7	Students with special needs are identified so that appropriate support can be provided.	◉ Yes ○ No	
12.8	Entry on the basis of accreditation of prior learning and prior experiential learning is subject to a rigorous process and is clearly documented.	◉ Yes ○ No	

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

Comments

There is a formal and fully documented application process. The logging, handling and processing of applications is robust and there is a clear procedure for passing an application for advice and interview to academic staff. Direct contact is made with potential students and appropriate guidance is given to students who are undecided which course to apply for.

Numeracy and language skills are assessed on entry and appropriate support offered.

There is a sound process for the identification of special needs. Where the Institution is unable to meet the needs of the potential student, an alternative institution is identified where possible.

LCCA has a commitment to providing access to higher education and takes appropriate account of an applicant's previous qualifications and work experience in the selection process.

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

13.1	There is at least one named staff member responsible for student welfare who is suitably trained, accessible to all students and available to provide advice and counselling.	⦿ Yes ○ No
13.2	Students receive an appropriate induction and information on the pastoral support available to them.	⦿ Yes ○ No
13.3	Students are issued with a contact number for out-ofhours and emergency telephone support.	⦿ Yes ○ No
13.4	The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.	⦿ Yes ○ No
13.5	There are effective systems to communicate with students out of class hours.	○ Yes ⦿ No

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

Comments

LCCA has a department for student welfare in which both administrative and academic staff are involved. Students may be referred to a specialist counselling service, which is provided through GUS.

The induction process covers the support available to students. Specific guidance is also clear and readily accessible for students under the age of 18. This includes out-of-hours emergency numbers.

The relevant policies and procedures for the avoidance of discrimination and dealing with abusive behaviour are published and easily accessible to students and staff.

13.5 There is inconsistency in the systems used to communicate with students out of class hours. This could result in messages being missed.

Students have access to an online platform, which includes a messaging facility and other sources of information. Students reported that they did not use the platform for messaging. Not all students found the information and resources that they anticipated on the platform.

Due to the lack of use of the online platform for messaging, the students' personal e-mail addresses are used for communication out of class, which may lead to a lack of appropriate boundaries between teachers and their students.

14. **Students receive appropriate guidance**

14.1	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.	⦿ Yes ○ No
14.2	Additional support or advice on alternative programmes is provided to students who are judged not to be making sufficient progress to succeed.	⦿ Yes ○ No
14.3	Students have access to a fair complaints procedure of which they are informed in writing at the start of the course and offered guidance in submitting a complaint.	⦿ Yes ○ No
14.4	Students have access to careers advice and guidance, including progression to further study, from a designated and suitably qualified and experienced member of staff.	⦿ Yes ○ No
14.5	Students have access to careers information including prospectuses for further study.	⦿ Yes ○ No

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

Comments

All students receive an appropriate induction into the Institution and the facilities available. The programme related element of induction is limited. Students were clear that they would like more time dedicated to their course of study during induction.

Student progress is effectively monitored and, where poor progress is being made, this is acted on. HND programmes are subject to a target set by Walsall College. Where this is not met, students are withdrawn from the programme. LCCA warns

students that they are at risk and provides them with the opportunity to address their progress before they are withdrawn.

LCCA has a careers office that provides information and guidance. There are also careers fairs and potential employers are invited to give presentations.

15. **Student progress is measured and recorded regularly on the basis of adequate and explicit data and effective remedial action taken where necessary**

15.1	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and there is prompt intervention where appropriate.	◉ Yes ○ No	
15.2	There is a clear and published policy on required student attendance and punctuality, with effective procedures and systems to enforce it.	◉ Yes ○ No	
15.3	Accurate and secure records of attendance and punctuality at each session are kept for all students, collated centrally and reviewed at least weekly.	◉ Yes ○ No	
15.4	Student absences are followed up promptly and appropriate action taken.	◉ Yes ○ No	
15.5	Students are each allocated a personal tutor who is responsible for the regular review of students' progress.	○ Yes ◉ No	

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

Comments

Administrative staff monitor student progress closely. Where progress is not satisfactory the relevant member of academic staff is alerted and there is appropriate intervention. Administrative staff also monitor attendance and unexplained absence is followed up by e-mail or telephone.

The personal tutor system is designed to allocate an academic member of staff to students and to offer a personal tutorial twice a term.

15.5 Neither students nor associate tutors are aware of the system of tutor allocation nor of the twice termly meetings. Senior management explained that the process is new and only being implemented during the current academic year.

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 the country or location.	◉ Yes ○ No	
16.2	On arrival, international students receive an appropriate induction in issues specific to the local area.	○ Yes ◉ No	
16.3	Information and advice specific to international students continue to be available throughout their time at the institution.	○ Yes ◉ No	
16.4	Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language.	○ Yes ◉ No	

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

Comments

There is some information on the website directed at international students which covers living expenses and a brief note about financial information needed for a visa. However, LCCA's student support services have the capacity to meet the needs of international students.

16.2 16.3 16.4 There was no specific provision for international students, which could be identified during the inspection and the specific support available to international students is not currently made explicit.

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

17.1	Any residential accommodation is clean, safe and of a standard which is adequate for the needs of students.	○ Yes ○ No
17.2	Any residential accommodation is open to inspection by the appropriate authorities.	○ Yes ○ No ○ NA
17.3	A level of supervision is provided appropriate to the needs of students.	○ Yes ○ No
17.4	Students are provided with advice on suitable private accommodation.	○ Yes ○ No

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

Comments

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

18.1	Students are provided with appropriate information on opportunities for participation at events and other leisure activities which may be of interest.	● Yes ○ No
18.2	The social programme is responsive to the needs and wishes of students.	● Yes ○ No
18.3	Any activities within the social programme have been chosen with consideration of their affordability by the majority of students.	● Yes ○ No
18.4	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and experience.	● Yes ○ No
18.5	Students are encouraged to develop and participate in extra-mural activities.	● Yes ○ No

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

Comments

LCCA provides social space for students to meet and organises a regular tea party. There are specific events for first year students.

LCCA offers opportunities to students to engage in events that are linked to their subject area. This is fully appropriate for an institution with a high proportion of mature students, who are working as well as studying and have to manage personal responsibilites.

INSPECTION AREA - PREMISES, FACILITIES AND LEARNING RESOURCES

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

19.1   The institution has secure tenure on its premises. ◉ Yes ○ No

19.2   The institution has the legal right to use these premises for the delivery of higher education. ◉ Yes ○ No

19.3   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   ○ NA

Comments

The premises are covered by secure, long term leases and LCCA has the legal right to use the premises for the delivery of its courses.

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

20.1   Access to the premises is appropriately restricted and secured. ◉ Yes ○ No

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

20.3   There are specific safety rules in areas of particular hazard (e.g. science laboratories) which are brought to the attention of students, staff and visitors. ◉ Yes ○ No ○ NA

20.4   General guidance on health and safety is made available to students, staff and visitors. ◉ Yes ○ No

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

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

20.7   There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness. ◉ Yes ○ No

20.8   There is adequate air conditioning, heating and ventilation in all rooms. ◉ Yes ○ No

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

Comments

Entrances to both premises have manned receptions and all visitors sign in.

All premises are clean, bright, spacious and in a good state of repair.

The specialist facilities have clear safety rules which are displayed on the walls and access is restricted to ensure that a suitably trained member of staff oversees students working in areas of potential hazard.

The premises are well signed, including fire exit information in all classrooms.

There is a large screen in the social area of the main premises which is used for presenting student work.

Both buildings are wheelchair accessible.

21.   **Classroom and other learning areas are appropriate for the programmes offered**

21.1   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

21.2   Classrooms and any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level which allows for the effective delivery of each programme.   ◉ Yes ○ No

21.3   There are facilities suitable for conducting assessments such as examinations.   ◉ Yes ○ No

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

Comments

The range of classrooms available meets the needs of the provision. Space can be used flexibly to accommodate different teaching activities.

The specialist workshops and studios are well-equipped to industry standards and support the teaching and learning effectively.

The flexible classroom and workshop space provides suitable facilities for conducting assessments and examinations.

22.   **There are appropriate additional facilities for students and staff**

22.1   Students have access to sufficient space and suitable facilities for private individual study and group work.   ◉ Yes ○ No

22.2   Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.   ◉ Yes ○ No

22.3   Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.   ◉ Yes ○ No

22.4   Students and staff have access to secure storage for personal possessions where appropriate.   ◉ Yes ○ No

22.5   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

22.5   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   ○ NA

Comments

The premises offer a range of accommodation which students can use for private study including the library and specialist facilities for practical work.

Senior staff have office space. Associate staff carry out preparation work at home. They have the use of empty classrooms when required for preparation and for meeting with students. However, they do not have a dedicated base room to meet.

There are vending machines in the social space where students can meet.

Secure lockers are provided for students. These are allocated on a needs basis, with priority given to those students on courses that require equipment. The number of lockers meets the needs of the student numbers.

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

23.1	The library is adequately staffed with appropriately qualified and experienced staff.	● Yes	○ No
23.2	The library has sufficient space for student independent study and group working.	● Yes	○ No
23.3	There is sufficient provision of learning materials including books, journals and periodicals and online materials.	● Yes	○ No
23.4	There is a well-organised lending policy.	● Yes	○ No
23.5	There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs.	● Yes	○ No
23.6	Library opening times are sufficient to encourage and support student independent learning.	● Yes	○ No

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

Comments

The library provision of printed books and journal subscriptions is sufficient, current and easily accessible. The Institution provides students with access to selected, industry-appropriate e-journals, online catalogues and specialist libraries.

Information about opening times are clear and they are sufficient for student needs. Lending is managed online.

The library is well organised and maintained by a librarian.

24. **The information technology resources are well managed and provide a fit-for-purpose learning resource for the student body**

24.1	There are sufficient computers of the necessary specification to meet student and staff needs.	● Yes	○ No
24.2	There is provision of appropriate, up-to-date, software which reflects the needs of the programmes.	● Yes	○ No
24.3	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	● Yes	○ No

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

Comments

LCCA uses industry standard Information Technology (IT) equipment. All teaching rooms are equipped with IT for teaching purposes.

Students have access to 122 computers which are located in workshops, in the IT suite and in the library. This fully meets students' needs.

IT resources, both hard and software, are regularly updated to maintain currency with industry standards.

Evidence from meetings with students and staff indicated that the speed of the wireless connection did not meet their needs. The Institution is aware of this and has taken measures to improve it.

INSPECTION AREA - QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

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

25.1	The institution undertakes regular and systematic monitoring of its operations.	⦿ Yes ○ No	
25.2	The institution conducts periodic reviews of all aspects of its performance against clearly specified and appropriate performance indicators.	○ Yes ⦿ No	
25.3	The nominated leader for each course produces an end of-session (semester or year) report which includes measures of student satisfaction, completion rates and achievement levels.	⦿ Yes ○ No	
25.4	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	
25.5	Reports, which present the results of the institution's reviews, evaluate its performance and incorporate action plans, are compiled at least annually. These are considered by senior management and the board of trustees and, where appropriate, shared with all stakeholders.	⦿ Yes ○ No	
25.6	All programmes are subject to annual review and to full revalidation every five years.	⦿ Yes ○ No	
25.7	Annual review and revalidation of programmes involve external assessors.	⦿ Yes ○ No	
25.8	All quality management policies and procedures are clearly documented, for example in a quality manual or similar, and brought to the attention of staff and, where appropriate, students and other stakeholders.	⦿ Yes ○ No	
25.9	Particular attention is paid to the quality of the student learning experience and to ensuring there is fair treatment of all students.	⦿ Yes ○ No	

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

Comments

LCCA has a clear structure for reporting and monitoring which builds up to the Annual Institution Monitoring and Enhancement Report. There is documentation to support this. However the dissemination of the information and documentation across all its operations is not consistent.

25.2 Key performance indicators (KPI) are specified in terms of achievement rates, which are course specific. This represents a limited focus for KPIs. For example, given the Institution's commitment to providing access to higher education, it would be appropriate to have related KPIs against which the Institution could gauge its performance.

Appropriate annual reports are prepared for each programme. The approach used is different for each course according to the requirements of the partner organisation. This makes it difficult to build a coherent institutional picture.

The quality procedures have been collected together in a quality manual. Both administrative and academic staff were aware of the processes.

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

26.1	Views of all stakeholders, including academic staff and students, partner institutions and employers, are canvassed and recorded regularly through various means, including face-to-face meetings, feedback questionnaires and, where appropriate, formal student representation.	● Yes ○ No
26.2	The views of stakeholders are considered objectively, evaluated thoroughly and, where necessary, appropriate action is taken.	● Yes ○ No
26.3	There are effective means of responding to stakeholders' opinions and keeping them informed of any actions taken and reasons for no action being taken, through formal feedback mechanisms.	● Yes ○ No
26.4	Key performance indicators will include analysis of student outcomes in terms of the current year and year-on-year performance and any significant variations in student achievement between different programme components.	○ Yes ● No
26.5	The institution engages with the wider community, such as employers and its alumni, in a formal and systematic manner in order to obtain feedback on the relevance of its provision and to identify areas for development.	○ Yes ● No

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

Comments

Views of students are collected through formal feedback questionnaires, suggestion boxes and through student representation at the student council.

Feedback from students and staff is considered in course and departmental meetings and reflected in the reporting cycle. Feedback from the awarding bodies is reviewed in relevant meetings.

26.4 At the time of the inspection visit it was not yet possible to review year on year performance for whole programmes so this key indicator is not applicable at this stage.

26.5 LCCA does engage with the wider community. The Institution supports alumni and sector artists to have exhibitions of their work and also invites employers to attend events. However, this is not undertaken in a formal and systematic manner. There is no evidence of systematic collection of feedback from industry and employers.

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

27.1	All stakeholders are invited and encouraged to make suggestions for enhancement.	● Yes ○ No
27.2	In their annual appraisal, all staff are required to identify where they have facilitated enhancement and to identify further areas requiring enhancement.	● Yes ○ No
27.3	End-of session course and annual programme reports should include enhancements made and identify further areas requiring enhancement.	● Yes ○ No
27.4	Action plans are implemented and reviewed regularly within the institution's committee structure.	● Yes ○ No
27.5	Staff professional development needs are identified through appraisal and other means, and measures taken to support staff to address these.	● Yes ○ No
27.6	The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary.	○ Yes ● No

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

Comments

Annual reports include appropriate action plans for improving the provision.

There is a clear commitment to professional development. The new appraisal system which is currently being piloted, intends to embed CPD as part of the system.

27.6 There is a process for monitoring both internal and external information. It is not clear who has overall sign off for information and the systems are not clear or working effectively.

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

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

The range of provision and associated partners align well with the Institution's mission to support widening access to higher education in the contemporary arts, business and hospitality fields.

Actions required	Priority H/M/L		
1.3 LCCA must clarify the organisational structure and make it internally consistent in order to provide clarity of the relationship between governance and management.	○ High	○ Medium	● Low
1.5 The LCCA Board must develop and own the risk strategy in order to ensure the probity of the Institution.	○ High	● Medium	○ Low
2.3 LCCA must disseminate its strategy systematically to all stakeholders to ensure consistency of awareness and understanding by all stakeholders.	○ High	○ Medium	● Low
2.4 LCCA must ensure that it has effective procedures in place to monitor strategic targets to ensure their continued relevance and achievability.	○ High	● Medium	○ Low

ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

The well qualified and experienced staff resource and the flexibility afforded by being able to draw on GUS's central services and staff is an strength.

Actions required	Priority H/M/L		
4.10 LCCA must develop its reporting structure to enable consistency in both in-year and year-on-year analysis and comparisons to help build the coherence of LCCA as a single institution.	○ High	● Medium	○ Low
4.11 LCCA must ensure that the scope and coverage of action plans is clear and the time-lines more specific to support institutional monitoring.	○ High	○ Medium	● Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

The profile of the teaching staff with wide industrial experience and a mix of cultural backgrounds ensures that the students have access to relevant current and culturally appropriate learning experiences.

Actions required	Priority H/M/L		
8.13 LCCA must provide staff with the required resources to ensure that they do not use their personal online file sharing accounts.	○ High	● Medium	○ Low
10.2 LCCA must clarify the requirements for staff to undertake research and/ or scholarly activity in their contracts.	○ High	● Medium	○ Low
10.5 LCCA must identify dedicated time for staff to meet to share subject specific developments in order to ensure that staff are well supported in their professional development.	○ High	○ Medium	● Low

STUDENT RECRUITMENT, SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

The student recruitment processes are streamlined and responsive.

Actions required	Priority H/M/L
11.1 LCCA must ensure that all the premises are included on the website and prospectuses to ensure the provision is described accurately to potential students.	○ High ● Medium ○ Low
11.3 LCCA must tighten is procedures for updating information to ensure they maintain consistency and accuracy.	○ High ● Medium ○ Low
13.5 LCCA must use consistent channels of communication with students out of class hours to ensure messages are not missed.	○ High ● Medium ○ Low
15.5 LCCA must implement and monitor the effectiveness of the new personal tutor system and ensure that students are fully aware of it.	○ High ● Medium ○ Low
16.2 16.3 16.4 LCCA must identify more clearly the specific support available for international students across the range of relevant areas.	○ High ● Medium ○ Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

The central location and industry standards of the premises and resources are a strength.

Actions required	Priority H/M/L
None	○ High ○ Medium ● Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

The design of the overall quality management and enhancement systems provides a sound basis for institutional development.

Actions required	Priority H/M/L
25.2 LCCA must articulate a set of specific performance indicators to cover all the provision and enable year-on-year comparisons and analysis.	○ High ● Medium ○ Low
26.5 LCCA must engage systematically with the wider community to ensure that it has full benefit of the input of employers and industry.	○ High ○ Medium ● Low
27.6 LCCA must clearly document the lines of responsibility for the management and use of information and for ensuring it is used to improve the provision.	○ High ● Medium ○ Low

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

LCCA should consider whether the membership of the LCCA Board provides the Institution with sufficient objectivity. The Institution is recommended to review job descriptions to ensure they appropriately reflect the qualifications and experience that is required for the job role. It is recommended that LCCA ensures that all documentation is consistently version controlled, irrespective of whether it is

produced by LCCA or GUS.

The Institution should ensure that the new appraisal system is effectively rolled out as quickly as possible so that all staff's performance has been properly reviewed.

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

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

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

In order to establish and maintain probity and ensure the teaching relationship is not compromised, LCCA should find an alternative to using students' personal e-mails for communicating with them out of hours.

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

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

LCCA is encouraged to develop a single format for annual course reviews to support consistency and develop a sense of institutional coherence.

LCCA should consider dedicating a space for associate tutors to meet.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Appropriate Disclosure and Barring Service (DBS) checks are in place for those staff involved with students under the age of 18. There is a named member of staff with overall responsibility for safeguarding and an appropriate safeguarding policy.