



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

INTERIM INSPECTION (Independent Higher Education)

INSTITUTION:	LSPR Communication and Business Institute
ADDRESS:	LSPR Sudirman Park Office Jl. KH Mas Mansyur Kav. 35 Jakarta Pusat 10220 Indonesia
HEAD OF INSTITUTION:	Mrs Prita Kemal Gani
ACCREDITATION STATUS:	Accredited
DATE OF INSPECTION:	14–15 November 2022
ACCREDITATION COMMITTEE DECISION AND DATE:	Continued accreditation, 18 May 2023

PART A – INTRODUCTION

1. Background to the institution

LSPR Communication and Business Institute (LSPR/the Institution) is a private limited company established in 1992 as the London School of Public Relations. The Institution offers undergraduate and postgraduate degree programmes in communication and business.

The Institution has been licensed by the Indonesian National Accreditation Board for Higher Education (BAN-PT) since 1999 for its undergraduate programme in communication and since 2000 for its postgraduate programme in communication. LSPR received its licence for its online and e-learning undergraduate programme in 2017. In addition, the Institution is affiliated with several professional organisations and educational institutions in the United Kingdom (UK). It has been an accredited centre of the London Chamber of Commerce and Industry Examination Board in the UK since 1993 and of the City and Guilds of London Institute (UK) since 1998 and has been an International Associate Partner of the University of Cambridge International Examination since 2003.

The Institution's main campus is located within the central business district of Jakarta, with an additional, purpose-built campus located outside Jakarta in Bekasi. In addition, it has a distance learning facility based in Bali.

LSPR's vision is to strive to become an institute that can be accepted as a role model in the development and application of communication and business studies in Indonesia and to be internationally recognised. Its mission is to become an institute that produces competent, independent, innovative, creative graduates who have specialised skills in the fields of communication and business and who are competitive at the global level. It aims to carry out basic and applied research in communication and business.

The Institution is led by a Chief Executive Officer (CEO) and administered by the Rector and senior managers. They report directly to the Chairman of the Yayasan Pesona Pribadi Sejahtera, a private welfare foundation. The foundation provides oversight of the Institution and consists of a Board of Trustees, with a Supervisory Board and Management Team consisting of a Chairman, Secretary and Treasurer.

The Institution has established long-standing, collaborative partnerships with 50 university partners from the UK, Europe and Asia-Pacific. LSPR also works in partnership with a broad range of professional associations, which include the British Chamber of Commerce in Indonesia, the Chartered Institute of Public Relations (UK), the Singapore Institute of Management (SIM), the Asian Media Information and Communication Centre, the Institute of Public Relations of Singapore, the Institute of Public Relations Malaysia, the Public Relations Society of the Philippines, and the Vietnam Public Relations Network.

2. Brief description of the current provision

LSPR validates and delivers full-time undergraduate and postgraduate programmes in a range of subjects. The undergraduate provision includes locally accredited degrees from the Faculty of Communication Studies and the Faculty of Business. Pathways include degrees in Public Relations, Mass Media Communication, Entrepreneur and Leadership, Performing Arts and Communication, and Hospitality.

For postgraduate provision, LSPR delivers a Master of Arts (MA) in Communication, with pathways including Strategic Public Relations Management, Marketing Communication Management, International Communication Management, Digital Communication and Media Management, and Business and Communication Management.

The Institution also offers an international student exchange programme through which students studying at partner institutions can attend the Institution's Jakarta campus for one semester.

At the time of the inspection, teaching was offered through a combination of in-person and online delivery.

The International Communication Management MA pathway was not being delivered at the time of the inspection. Six international students were studying as part of the international student exchange programme.

LSPR has capacity for around 8,820 students. At the time of the inspection, 5,107 full-time students were enrolled, with all students aged over 18 years. The majority of students are female. Most students are from Indonesia, with the remaining students coming from a wide range of countries, including the United States of America, the UK and Kenya. Most of the exchange students come from Malaysia, the UK and European Union countries such as Denmark and the Netherlands.

Undergraduate programmes commence in September each year. Postgraduate, e-learning and other programmes commence in March and September each year. Students must meet the published entry criteria, including prior levels of achievement and English language competency, where applicable.

3. Inspection process

The inspection was undertaken remotely over two half-days by one inspector. The inspector held meetings with the CEO, the Rector, Vice-Rectors, Deans of School and other senior managers. Meetings were held with a group of students and with academic and administrative staff. The inspector observed lessons and undertook a virtual tour of the premises. A wide range of documentation was provided electronically for scrutiny. The Institution co-operated fully with the inspection process.

4. Inspection history

Inspection type	Date
Full Accreditation	12–14, 19 & 21–22 July 2021

PART B – JUDGEMENTS AND EVIDENCE

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

1. Significant changes since the last inspection

Since the previous inspection, the Institution has combined its undergraduate degree pathway in hospitality and tourism. Students enrolling on this programme now study a range of modules covering hotel and business management and food and beverage management.

Managers have recruited several new, part-time suitably experienced and qualified lecturing staff to teach across the different courses. Most lecturers are also current practitioners in their specific industries, for example working as freelance journalists, business consultants or design illustrators. This helps to ensure they remain up to date in their industry and can support students to understand current trends and best practice in their vocational areas.

2. Response to action points in last report

4.4 The Institution must establish clear and appropriate terms of reference for all committees.

The Institution has established clear and appropriate terms of reference for all committees, including the Academic Senate, the Curriculum Committee and the Ethics Committee. Formally documented terms of reference clarify the purpose, function and membership of each committee.

5.12 Managers must introduce effective procedures for the internal and external moderation of all courses at the post-assessment stage.

Managers have introduced clear Standard Operating Procedures (SOPs) that outline the internal and external moderation processes for courses at the post-assessment stage. Internal assessments are first marked by the course lecturer and then moderated by a second lecturer, with oversight and monitoring provided by course directors.

Students also participate in an international assessment, in collaboration with an external international partner institution. Students' assessment outcomes are reviewed and moderated with external academic colleagues from the allocated partner institution to ensure valid and reliable marks and grades. Unit co-ordinators monitor and review the allocation of grades for each cohort to identify trends and any areas for improvement.

6.7 Managers must introduce regular classroom observations of teaching staff, as part of an appropriate appraisal system.

Senior managers have designed a suitable enhanced performance evaluation process to improve the system for the appraisal of lecturers. The process includes a self-assessment, evaluative feedback from a peer and a formal evaluation of performance by the lecturer's education supervisor, informed by a classroom observation of teaching practice. The enhanced performance evaluation process is currently being trialled and has not yet been fully implemented across the Institution.

14.8 The Institution must provide training for staff and students on the subject of radicalisation and extremism.

Students have completed relevant training, which was delivered by appropriate external specialists, to raise their awareness of the dangers of radicalisation and extremism within the context of life as a citizen of the Republic of Indonesia. Staff have also completed appropriate training seminars in the prevention of radicalism and terrorism, in partnership with external police experts.

3. Response to recommended areas for improvement in last report

It is recommended that the Institution implements existing plans to provide more specific feedback to students on the actions taken as a result of their feedback.

Students are required to complete feedback surveys each semester. Managers complete a detailed analysis of the feedback data and take action where required. Students are informed of the outcomes of their feedback through regular newsletters and a summary of feedback data shared via the Institution's social media channels and website. Students also receive regular email communications that summarise the actions taken to resolve any areas for improvement identified. Where feedback relates to an issue affecting a specific group or cohort of students, managers provide specific, formal, written updates to ensure students are kept updated on the actions taken as a result of their feedback.

Programme leaders should consider student progression data regarding progression to further study or employment in their analysis of course performance.

The Institution's dedicated centre for employability and careers sends regular online tracer surveys to graduates in order to track their progression and destinations after graduation from LSPR. Managers complete an annual achievement report that provides programme leaders with relevant progression data to support their analysis of course performance and impact.

It is recommended that managers should involve external assessors in the review and revalidation of all programmes.

The Institution has well-developed partnerships with a broad range of international university partners. Managers are now involving external assessors in the review and revalidation of selected programmes as part of a pilot scheme. Managers plan to review the impact and outcomes of external assessor involvement before implementing the approach across all programmes at all levels.

4. Compliance with BAC accreditation requirements

4.1 Governance, Strategy and Financial Management (spot check)

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

Comments

LSPR has a clear and appropriate structure in place to ensure the Institution is effectively and responsibly governed and managed. The Academic Senate continues to provide effective oversight of academic matters, protecting the integrity of academic freedom.

Appropriate policies and SOPS are systemically developed, reviewed and disseminated to staff to ensure the Institution's structures and processes are well understood by all stakeholders.

LSPR has formally defined, fully transparent and well-established relationships with a broad range of international partners. Partners support the Institution's student exchange programme and international assessment strategy effectively.

Communication between managers, staff and students is highly effective. The formal meeting and committee structure, student newsletters and a range of online communication channels ensure that all stakeholders are kept well informed and up to date.

The senior management team conducts regular and systematic reviews of the Institution's performance, measured against strategic targets, to identify strengths and areas for further development.

The Institution conducts its financial matters professionally, transparently and with appropriate probity.

4.2 General and Academic Management and Administration (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

LSPR's management structure is clearly defined, documented and understood by all stakeholder groups. Committees have clear and appropriate terms of reference. Committees meet regularly and produce professional and formal reports to inform management decision-making.

The Institution is administered effectively. The size of the administrative team is sufficient to ensure the effective running of the Institution. Classes are timetabled effectively, and relevant rooms and learning spaces are allocated appropriately for the courses offered.

A range of effective, clear and accessible online administration systems ensures that staff and student records are sufficient, accurately maintained and up to date.

There are effective procedures for internal and external moderation at pre- and post-assessment stages. Internal assessments are first marked by the course lecturer and then moderated by a second lecturer, with oversight and monitoring provided by course directors. Students also participate in an international assessment, in collaboration with an external international partner institution. Students' assessment outcomes are reviewed and moderated with external academic colleagues from the allocated partner institution to ensure valid and reliable marks and grades.

LSPR employs and continues to support appropriately qualified and experienced staff. Most lecturers continue to be actively employed and engaged in their respective vocational sectors. This ensures they remain current, understand best practice and are able to provide students with contemporary case studies and examples in their teaching.

Managers evaluate the quality of teaching through a range of mechanisms, including the collation and review of detailed, formal feedback that students provide for each of their lecturers. Academic managers also review recordings of online lessons to evaluate the quality of online teaching and learning.

Senior managers have designed an enhanced lecturer performance evaluation process that includes a self-assessment, feedback from a peer and a formal evaluation of performance from the lecturer's education supervisor following a classroom observation. The revised appraisal process, including classroom observations, is currently being trialled

6.7 At the time of the inspection, the revised appraisal process has not yet been fully implemented across the Institution.

Academic management is effective. The intended learning outcomes for all programmes are clearly articulated in student handbooks, and course information is provided via the Virtual Learning Environment (VLE). Academic staff meet regularly to systematically review learning programmes and identify any changes or updates that may be required.

Students are encouraged to provide regular feedback on their courses to ensure these meet their needs and promote student-centred learning. As a result, academic provision is effectively delivered to focus on developing students' applied vocational skills and the practical and professional competencies employers require.

The Institution takes appropriate care to recruit and enrol suitable students for its courses. Students confirmed that their course enquiries had been dealt with effectively and promptly and that they had been recruited to courses that were well matched to their needs and career goals. Inspection findings confirmed this.

Academic staff are encouraged to engage in research and professional development activities that inform their teaching. For example, staff have undertaken training on hybrid teaching methods to ensure they can meet the needs of students attending classes in person and online.

Academic staff are encouraged and supported to attend relevant conferences and workshops to develop their understanding of contemporary and topical issues, such as artificial intelligence and its impact on public relations and the communications industry. Lecturers complete valuable projects with local small businesses and social enterprises to help them automate and digitalise their processes. Lecturers apply their professional updating in their teaching and use of innovative assessment strategies with students.

4.3 Teaching, Learning and Assessment (spot check)

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

Comments

Academic staff are effective in facilitating student learning. They use their relevant subject expertise to plan and deliver lessons that are aligned with the intended learning outcomes for each course.

Lecturers use real case studies from business effectively to stimulate student discussion and debate and to help students make appropriate links between theory and practice.

The Institution is effective in using teaching, learning and assessment approaches that develop students' confidence, independence and key employability skills. For example, academic staff use a mixture of group and individual learning activities and role play to develop students' public speaking and presentation skills.

Assessment tasks are clearly written and indicate clearly what students must complete and submit to meet stipulated levels of achievement. Students benefit from detailed, constructive and timely assessment feedback, which helps them to improve over time.

Students have excellent access to all learning materials and resources via the Institution's VLE.

4.4 Student Support, Guidance and Progression (spot check)

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

Comments

Students receive appropriate pastoral support. Suitably trained staff provide students with effective information, advice and guidance on a range of welfare and pastoral issues, such as finance and mental health. Online communication systems ensure students can communicate with staff outside class hours when needed.

Students receive appropriate academic support, including advice and guidance on careers and further study. A dedicated careers website provides students with access to current job vacancies, as well as articles and case studies on careers development. Students benefit from seminars and webinars to support the development of their curriculum vitae and professional social media profiles. Students also have access to a series of career clinic workshops, delivered with employer partners, to help develop their understanding of banking, e-commerce, entrepreneurship and leadership skills.

Administration systems are effective in accurately recording and measuring student attendance. Managers take effective remedial action, where necessary, to address any attendance concerns.

Students benefit from a wide range of social and extramural activities that help to promote peer interaction. For example, students can participate in events such as theatre productions, choir concerts, trips and visits, or join one of LSPR's many student clubs and societies, such as the radio club. Students reported that the range of social activities is responsive to their needs and interests, and no contrary indicators were identified during this inspection.

4.5 Premises, Facilities and Learning Resources (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

The Institution's premises provide a safe, secure and clean environment for both students and staff. Students benefit from well-equipped and very well-maintained premises that effectively support learning.

Students' practical skills are well supported by a range of high-quality, modern facilities, such as a radio station, high-definition television studio and up-to-date computing facilities.

Classrooms and social areas are modern, bright and appropriately furnished. Washroom facilities are of an appropriate number and are exceptionally clean.

Students have access to a good range of spaces and facilities for private individual study and group work. Student lockers provide effective access to secure storage for personal possessions when required.

Academic staff have access to appropriate spaces for preparing lessons, marking work and consultations with students. A dedicated lecturers' room is well equipped with computers, desks and facilities for preparing refreshments.

Students on each campus benefit from high-quality library facilities and resources, including a good range of books, journals and online materials. Each library has sufficient space for independent study and group work. Library opening times are sufficient to encourage and support students' independent learning.

Students can access an appropriate range of online resources to support their learning. Computer software and hardware are updated regularly to reflect industry practice and the needs of each learning programme.

4.6 Quality Management, Assurance and Enhancement (spot check)

The standards are judged to be:

Met Partially Met Not Met

Comments

Leaders and managers have an effective range of quality assurance arrangements in place to ensure the quality of education is maintained.

Students complete formal feedback surveys each semester to evaluate the quality of teaching and other services provided by the Institution. Student feedback is systematically collected, collated and analysed to identify strengths and areas for further improvement. Managers completed a detailed analysis of the feedback data and take action where required.

Students are informed of the outcomes of their feedback through regular newsletters and a summary of feedback data shared via the Institution's social media channels and website.

LSPR has effective systems in place to review its own standards and assess its own performance. Managers regularly review formal performance and data reports at course and programme levels to monitor the quality of the student learning experience against specific performance indicators.

Quality improvement action plans are developed and monitored to ensure the continued enhancement of provision over time.

4.7 Online, Distance and Blended Learning (spot check)

The standards are judged to be:

Met Partially Met Not Met NA

Comments

The Institution trains and supports staff to ensure the successful delivery of online, hybrid and blended learning. As a result, lecturers make effective use of online video-conferencing platforms and the VLE to present information, check students' understanding and stimulate discussion and debate.

Students studying online receive appropriate guidance on how to make the best use of online platforms and tutorial materials.

4.8 Compliance Declaration

Declaration of compliance has been signed and dated.

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

STRENGTHS

The Institution has a broad range of formally defined, well-established collaborative partnerships with educational institutions worldwide.

Comprehensive online administration systems ensure staff and students records are sufficient, accurately maintained and up to date.

Students benefit from real case study projects and assessments, which help them to apply theory to current vocational practice in business.

High-quality, modern and well-equipped premises provide staff and students with an attractive and effective place to study and work.

ACTIONS REQUIRED

6.7 Managers must fully implement the enhanced performance evaluation process, including classroom observations.	<input checked="" type="checkbox"/> High	<input type="checkbox"/> Medium	<input type="checkbox"/> Low
Managers must ensure that the review and revalidation of programmes involve external assessors as appropriate.	<input type="checkbox"/> High	<input checked="" type="checkbox"/> Medium	<input type="checkbox"/> Low

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

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COMPLIANCE WITH STATUTORY REQUIREMENTS – FURTHER COMMENTS, IF APPLICABLE

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