



## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

### Independent Higher Education (IHE) Full Inspection

**NAME OF INSTITUTION:** LSPR Communication and Business Institute

**ADDRESS:** LSPR Sudirman Park Office,  
Jl. K.H. Mas MansyurKav.  
35 Jakarta Pusat 10220,  
Indonesia

**HEAD OF INSTITUTION:** Mrs Prita Kemal Gani

**DATE OF INSPECTION:** 12-14, 19 and 21-22 July 2021

**ACCREDITATION STATUS AT INSPECTION:** Unaccredited

**DECISION ON ACCREDITATION:**

- Accreditation awarded for 12 months
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation refused

DATE: 8 October 2021

## **PART A – INTRODUCTION**

### **1. Background to the institution**

The 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's main campus is located within the central business district of Jakarta, with an additional new 12-floor purpose-built campus located outside of 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. Their mission is to become an institute that produces competent, independent, innovative, creative, graduates who have special skills in the field of communication and business that 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 supported 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 the Supervisory Board and Management Team consisting of a Chairman, Secretary and Treasurer.

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 license for its online and e-learning undergraduate programme in 2017. In addition, the Institution is affiliated with several UK professional organisations and education institutions. It has been an accredited centre of the London Chamber of Commerce and Industry Examination Board in the United Kingdom (UK) since 1993 and by the City and Guilds of London Institute (UK) since 1998, and as an International Associate Partner of University of Cambridge International Examination since 2003.

The Institute has established long-standing collaborative relationships with 58 other UK and overseas universities and 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, Institute of Public Relations of Singapore and the Institute of Public Relations Malaysia.

### **2. Brief description of the current provision**

LSPR validates and delivers undergraduate and postgraduate programmes in a range of courses. 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 & Leadership, Performing Art Communication and Hospitality.

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

At the time of the inspection, all teaching was being delivered remotely online.

At the time of the inspection, 4318 students were enrolled, with all students aged over 18 years. LSPR has capacity for around 8,820 students. The majority of students are female. The majority of 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, Germany, Denmark, the Netherlands and other European Union countries.

Undergraduate programmes commence in September each year. Postgraduate, e-learning and other programmes commence in March and September yearly. 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 six half-days by three inspectors, including a student inspector. Inspectors held meetings with the CEO, the Rector, Vice Rectors, Deans of School and other senior managers. Meetings were held with groups of undergraduate and postgraduate students, and with academic and administrative staff. Inspectors 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 inspectors before and during the inspection, carrying out a considerable amount of preparatory work.

## PART B – JUDGEMENT AND EVIDENCE

The following judgments 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 overall organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and effectively communicated to stakeholders, including governors, management, staff and students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.2	There is an identified senior committee, with decision-making authority on academic matters, in order to protect the integrity of academic freedom.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.3	The link between governance and management is clearly articulated and documented.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.5	An explicit procedure for risk assessment is implemented, producing a risk assessment statement, which is regularly reviewed and updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.6	Effective action is taken, by the governing body and senior managers, in response to the outcomes of regular risk assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.7	All relationships with other educational organisations are defined formally and are fully transparent with those organisations' requirements.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
1.8	There are clear channels of communication between the governing body, the executive, academic management, staff, including those working remotely, students and other stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

#### Comments

An appropriate structure is in place to support the Institution's development and its ability to maintain a good standard of academic achievement and governance. The role and extent of authority of the senior leaders is clearly defined, documented and effectively communicated to all relevant stakeholders. The Rector, together with the Vice Rector and other senior leaders have clear oversight and decision-making authority of financial and academic matters.

There is a clear and well documented link between governance and management. Students, staff and senior managers report that there are appropriate structures for them to have input into the development and implementation of the Institution's policies and procedures. External stakeholders are involved in programme development via meetings with the Head of Business Development. Students have direct input into the Institution's day-to-day activities through their class presidents.

Financial risk assessment is effectively carried out by the Rector and Vice Rector, who has oversight of all financial matters. The senior manager group reviews risk posed by the changing academic needs of local businesses and students. The financial standing of the Institution and the curriculum offer are regularly reviewed and updated, ensuring that senior leaders are able to take effective action when required to manage and mitigate business risks.

Financial resources are appropriately allocated to ensure proposed course development is successful. Risk assessments are regularly reviewed, and appropriate action taken.

All relationships with other educational organisations are clearly defined and fully transparent with those organisations' requirements. Clear roles and responsibilities are detailed in the organisation chart as well as job descriptions. Roles are effectively linked to the needs and requirements of the Institution. There are effective channels

of communication between internal and external stakeholders. This includes effective use of the Institution's Virtual Learning Environment (VLE) and Management Information Systems (MIS).

**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 implementation plans and financial management and takes into account the quality of the student experience. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.2 | There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The strategy is well communicated to all stakeholders within and outside the institution.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.4 | The governing body and senior management conduct a regular and systematic review of their own performance and the institution's overall performance and each are measured against strategic targets.                                      | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met     Partially Met     Not Met

**Comments**

The Institution has established a clear strategy for the development of its education provision. An annual strategic implementation plan is produced and disseminated annually, following consultation with key stakeholders, including students, governors and staff, so that their views can inform the strategic direction and financial management of the Institution.

The Institution's aims and objectives are well communicated to all stakeholders via their website, promotional materials and its social media presence.

LSPR conducts a regular and systematic review of the Institution's performance against strategic targets. The self-evaluation report effectively reviews data at programme and module level. The report is used effectively by governors and senior leaders to consider performance against strategic goals and several different key indicators, including student performance and the quality of the student experience.

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

- |     |  |   |                             |
|-----|--|---|-----------------------------|
| 3.1 | The institution conducts its financial matters professionally, transparently and with appropriate probity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | The institution's finances are subject to regular independent external audit.                              | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met     Partially Met     Not Met

**Comments**

The Institution conducts its financial matters in accordance with national regulations, with its accounts and finances being subject to regular independent external audit as required under National law. This ensures appropriate scrutiny, transparency and probity.

**INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION**

**4. The institution is effectively managed**

- |     |   |   |                             |
|-----|---|---|-----------------------------|
| 4.1 | The management structure is clearly defined, documented and understood by all stakeholder groups including governors, management, staff and students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels.        | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.3 | There is an appropriate and effective committee structure, with appropriate reporting lines to inform management decision making.                     | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

4.4	Committees have clear and appropriate terms of reference and meet regularly. The meetings are accurately recorded with clear action planning.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
4.5	The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary to ensure that it is accurate and fit-for-purpose.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The Institution's management structure is clear, well-documented and fully understood by all stakeholder groups. Responsibilities and reporting arrangements are clearly defined and well communicated at all levels.

A small but appropriate and effective committee structure is in place. Well defined reporting lines effectively support and inform management decision making. Meetings are well documented and ensure that key decisions and arising actions are appropriately recorded and disseminated.

4.4 Not all committees have clear and appropriate terms of reference.

Effective processes to formally review the accuracy and fit for purpose of policies for both internal and external information are in place. Changes to academic information are appropriately reviewed and approved by the Corporate Reputation Department.

**5. The institution is administered effectively**

5.1	The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.2	The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.3	Administrative policies, procedures and systems are well documented and disseminated effectively across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.4	Classes are timetabled and rooms allocated appropriately for the courses offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.5	Data collection and collation systems are well documented, accurate and effectively disseminated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.6	Comprehensive administrative records are organised and stored efficiently, easily accessed and used effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.7	Students' records are sufficient, accurately maintained and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.8	Staff records are sufficient, accurately maintained and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.9	The institution has a robust security system and policies in place for protecting the data of its students and staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.10	The institution has processes, through which the institution verifies the student who registers on the programme is the same student who participates on and completes and receives the credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.11	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.12	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
5.13	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.14	There is a policy on the collection of and refund of students' fees which implemented effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

## Comments

Appropriate and effective administrative arrangements are in place which meets the day-to-day needs of the Institution. The administration team is of an appropriate size. The administrative staff have clear job descriptions and a detailed staff handbook clearly outlines their roles and responsibilities. Administrative support available to the management is clearly defined, documented and understood.

Administration policies and procedures are well documented in the staff and student handbooks, and the Institutional Rules and Regulations documents.

Student classes are clearly scheduled, with all timetables available online so that students have the most up-to-date and accurate information about their classes. Appropriate rooms are allocated to deliver the Institution's programmes.

A range of electronic administration and information systems is used effectively to record and monitor student initial enquires, applications and course enrolments. Student records, including appropriate checks on identification and prior achievement, are accurate and well-documented. Records are securely stored, easily accessed and used effectively by administrators, tutors and managers.

Staff records are sufficient, accurately maintained and up to date. The Institution has a robust security system and policies in place for protecting the data of its students and staff.

Appropriate procedures are in place for the administration of assessments and examinations.

5.12 Procedures for external moderation are only in place for a small number of programmes delivered in collaboration with external partners.

Student records and transcripts are made available in a timely manner through the VLE. This is accessible to students online and from dedicated terminals in the campus buildings.

Information on the collection of fees and the refund policy is clearly documented on the Institution's website and in the Student Handbook. Students confirmed that they were given all appropriate information prior to joining the Institution.

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

6.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which is designed to ensure the safety of the students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.2	All staff are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.3	There are clear and appropriate job specifications for all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.4	There are effective procedures for the induction of all staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.5	All staff are treated fairly and according to a published equality and diversity policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.6	Staff have access to an appropriate complaints and appeals procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
6.7	Management monitors and reviews the performance of all staff, through a clearly documented and transparent appraisal system which includes regular classroom observations of teaching staff.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No
6.8	The professional development needs of staff are identified through appraisal and other means, and measures taken to support staff to address these and gain additional qualifications, where relevant.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met  Partially Met  Not Met

## Comments

The Institution employs well qualified and experienced staff in all roles. An appropriate range of policies and procedures for the recruitment and continuing employment of suitably qualified and experienced staff are in place, which ensure the safety and well-being of the students.

Academic and administrative staff are well qualified and suitably experienced and understand their roles and responsibilities very well. Clear and appropriate job specifications are in place for all staff and an effective staff induction process ensures that they are well aware of the scope of their role, relevant LSPR policies and how to access the Institution's online systems. Staff have access to an appropriate complaints and appeals procedure and a published equality and diversity policy. All staff are treated fairly and according to a published equality and diversity policy.

6.7 Regular classroom observations of teaching staff are not routinely carried out as part of the performance management process.

Staff development needs are monitored, and training requirements are identified through both formal and informal means, including appropriate job performance reviews. Staff are able to undertake qualifications to support their development and attend various staff development opportunities.

### 7. Academic management is effective

7.1	There are appropriate procedures for the proposal, design and validation of programmes of study, which take account of the mission of the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.2	Intended learning outcomes for all programmes are clearly articulated, understood by students and are publicly available.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.3	There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.4	There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.5	Commissioning of course materials is managed effectively and materials and the budget are checked to ensure standardisation and consistency across the provision.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
7.6	Students are encouraged to take an active role in the development of the academic provision to ensure student centered learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

The Institution has clear and appropriate policies for the design and validation of its own study programmes which are in alignment with its vision and mission. Learning outcomes are clear, appropriate and made publicly available, including an overview of teaching methods and assessment requirements. As a result, students have a clear understand of the scope and content of their modules and courses. Where franchised and validated programmes are offered with partner institutions, these are subject to the appropriate partner own validation processes.

Regularly scheduled and recorded meetings of academic staff ensure that academic programmes are effectively monitored. This ensures that the curriculum is fit-for-purpose and meets the needs of students.

The Institution has a range of standard operating procedures in place to ensure that academic resources are acquired effectively to support each programme offered. Requests are effectively reviewed and approved by senior managers, in line with allocated budgets.

Students provide specific feedback to inform the development of their courses through the lecturer performance evaluation process each semester. Feedback is systematically considered by academic managers and used appropriately to ensure student centred learning.

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



8.1	Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.2	Students are informed as to the necessary language requirements for entry on to programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.3	A formal application process ensures that students meet the entry requirements and any claimed qualifications are verified.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.4	All students' application enquiries are responded to promptly and appropriately.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.5	Prospective students are properly briefed on the nature and requirements of the programme(s) in which they are interested and provided with advice on choosing their programme.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.6	Students receive a proper initial assessment, which includes language ability, to confirm their capability to complete the programmes on which they are enrolling.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.7	The institution makes it clear to applicants that they are responsible for checking that they have the skills and knowledge required to study on the chosen course.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
8.8	The institution has a clear policy on the accreditation of prior learning and prior experiential learning, which is brought to the attention of prospective students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
8.9	Any recruitment agents are properly selected, briefed, monitored and evaluated.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

**This standard is judged to be:**

Met  Partially Met  Not Met

#### Comments

Clear and appropriate entry criteria are set for each programme of study. These are set out in the course documentation that is made available to prospective students. The required language requirements for each course are clearly set out and effectively ensure that students understand the level of competency required in order to be accepted onto each programme.

A comprehensive application process ensures that students meet published entry requirements and that any claimed qualifications are verified by the Institution. Application queries are responded to very quickly. Prospective students receive a good level of information and guidance about the requirements of each programme, to ensure that they are able to make fully informed decisions about their study options.

Students' needs are assessed effectively at the start of their application, with the interview effectively ensuring that students have the required skills and knowledge to be able to succeed on programmes on which they are enrolled. The Institution recognises prior accredited learning and has a clear and appropriate process to assess credit acquired at other institutions which applicants are made aware of as part of the admissions procedure.

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

9.1	The institution encourages academic staff to undertake research in relevant fields and to publish their findings.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.2	Academic staff are encouraged to engage in research and/or scholarship which informs their teaching.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.3	There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
9.4	The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

#### Comments

Academic staff are actively encouraged to undertake research and publish their findings. In line with policy from the Ministry of Education, lecturers engage regularly in three forms of scholarship, teaching, research and community service.

The Institution has a dedicated department and an appropriate staff development policy to support staff to undertake research in their relevant fields and to publish their findings in peer reviewed journals. Staff confirmed that sponsorship is available through the Institution for academic staff to undertake research to support their development. Details of research opportunities are widely disseminated to all relevant staff through the Institution's online platform.

Staff benefit from a range of events and workshops organised by the Research and Community Service Centre, to come together and discuss their current research activities. The Institution works with a significant number of international higher education partners, who are regularly invited to provide guest speakers at events throughout the academic year. For example, higher education colleagues from UK partners provided an open workshop for staff to share their experiences in becoming published and undertaking different forms of research.

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

10.1	Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.2	Information on the programmes available, their assessment and progression is comprehensive, accurate, readily accessible and up-to-date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.3	There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	The information provided ensures students are well informed of the status of the qualifications offered, including the awarding body and level of award.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Students are informed of the full cost of all programmes, including costs of assessments, activities and any required materials.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

**Comments**

Publicity materials are of a high quality and accurately reflect the Institution's three premises and facilities. As a result, students are very clear about the LSPR's location and the range of resources available.

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

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

**INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT**

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

11.1	Lecturers have the required subject knowledge, pedagogic and communicative skills and experience to teach both the course content and level of course to which they are allocated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	The allocation of teaching staff to courses provides for a consistent learning experience and delivery is monitored to ensure consistency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills which will be required for final examinations or assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

11.6	Academic staff use a mixture of group and individual activities, to encourage the active participation of all students and support their learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
11.7	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	
11.8	Students and academic staff have access to appropriate learning and study materials as well as other resources and the institution encourages and supports their use.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Lecturers are well qualified, experienced and are appropriately allocated to teach on courses and levels which reflect their qualifications and experience. Teaching staff are allocated appropriately to courses to ensure a consistent learning experience. Delivery is effectively monitored by the management team to ensure a consistent learning experience for students and to identify any issues.

Lesson observations, Module Handbooks and teaching materials demonstrate that lessons are effectively planned to meet the requirements of relevant module descriptors and fully cover the stated learning outcomes. Additionally, the design of the programmes and modules supports the effective development of the students' knowledge and skills and their ability to be successful in final examinations and assessments. This is confirmed through the success rates of students.

Academic staff plan their lessons effectively to meet the needs and learning styles of their students and ensure that they make good progress in their lessons. The academic staff use a mixture of group and individual activities to engage students, to keep their interest and effectively support their learning. Additionally, staff are effective in encouraging and developing students' independent learning skills via in-class activities and pre-class tasks.

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

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

12.1	Students are provided with an assessment schedule, in which required coursework and revision periods are detailed in advance with clear submission dates.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.2	Assessment strategies are relevant to the content and nature of the courses and focused on measuring students' achievement of the intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.4	Students receive detailed and supportive verbal and written feedback on their assessments and overall performance and progress, which are effectively monitored.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.5	The institution takes appropriate steps to identify and discourage cheating, including plagiarism and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.6	There are clear policies and procedures for students to claim mitigating circumstances and to appeal against marks awarded.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

Detailed online assessment schedules are provided for each course and can be easily accessed by the students through the Institution's VLE. Each schedule provides clear assessment and assignment submission dates and examination revision periods. As a result, students confirm that they are aware of the nature and timings of the course assessment requirements, together with any revision periods. Policies, procedures and handbooks relating to assessment are clear and effective.

Assessment strategies are relevant to the content and nature of the courses and are used effectively to ensure that all required learning outcomes are met. Detailed assignment briefs provide clear and well-written tasks that are linked to learning outcomes effectively. Tasks allow a full range of grades to be achieved and are clearly linked to the relevant module grading criteria.

Students benefit from clear written feedback, with academic staff effectively identifying areas where students have done well and where they could have developed their work further. Staff and managers monitor student progress and performance effectively, and take appropriate action where students are not progressing as expected.

Appropriate procedures are in place to discourage and penalise students who cheat or submit work that is deemed to have been plagiarised. A clear and appropriate academic misconduct policy is contained in the student handbook and all assessment evidence is appropriately screened for authenticity using appropriate commercial software to confirm originality. These arrangements help to ensure that students are awarded grades based on their own knowledge and understanding.

Clear guidance is provided to students through handbooks and published policies on how to appeal grades and claim mitigating circumstances, if applicable.

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

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

This standard is judged to be:

Met     Partially Met     Not Met

#### Comments

Course materials are of a high quality, well designed and are appropriate for the Institution's courses and levels of study.

A comprehensive range of resources are available on the Institution's VLE and are used effectively to support learning and enable students to achieve on their chosen programme of study. Materials are regularly reviewed and revised by academic staff to ensure that they are accurate and fit for purpose.

A wide range of appropriate teaching aids and study materials are used effectively to support learning. Students have excellent access to all available resources via the VLE.

## INSPECTION AREA – STUDENT SUPPORT, GUIDANCE AND PROGRESSION

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

- |      |  |   |                             |
|------|--|---|-----------------------------|
| 14.1 | There are appropriate staff members responsible for student welfare, who are accessible to all students and available to provide advice and counselling. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 14.2 | Students are given an induction to the institution, their programme of study and guidance on the use of facilities such as the library and IT provision. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 14.3 | Students receive appropriate information on the pastoral support available to them, including for the provision of emergency support.                    | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 14.4 | The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.                                   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

14.5	Staff are available to assist students to resolve issues of a general and/or technological nature. All enquiries from students are handled promptly and sympathetically.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.6	There are effective systems to communicate with students out of class hours.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
14.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
14.8	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input type="checkbox"/> Yes	<input checked="" type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

The student welfare, advice and counselling services offered by the Institution are good. An appropriate number of well-qualified staff members are readily accessible to all students to provide advice and counselling. They provide effective support on a wide range of pastoral and welfare issues, as well as access to emergency support. Students are very happy with the support provided by the Institution's welfare, advice and pastoral services and inspection findings confirm this view.

Students receive a comprehensive induction, which covers the library, available Information Technology (IT) services and an introduction to their academic programme, including expectations on attendance and detailed information about living in the local area. Students also receive details of the Institution's social programme, the profiles of teaching staff and the support services available. There is a suitable documented policy and procedure for dealing with discrimination and abusive behaviour, which is detailed in the Student Handbook.

Students' general enquiries and issues with access to the Institution's IT services are dealt with quickly and efficiently. Students benefit from access to supportive staff outside scheduled learning hours to support their learning needs, with University staff contactable via email, social media and through the chat functions on the Institute's electronic systems. Students confirmed that staff are accessible and responsive to any queries during out-of-class hours.

Effective safeguarding arrangements are in place and are regularly reviewed. They include appropriate policies and risk assessments. An appropriate safeguarding policy also covers natural disasters and evacuation procedures for fire, bomb threats, discovery of suspicious packages and identifying and responding to suspicious people.

14.8 There is currently no training for staff and students on the subject of radicalisation and extremism.

**15. Students receive appropriate academic support and guidance**

15.1	Students have appropriate access to teaching staff outside teaching and learning sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.2	Students have access to appropriate support to enable the regular review of their academic progress.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.3	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress and prompt intervention is made, where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.4	Academic support, advice and guidance on alternative programmes are provided to students who are judged not to be making sufficient progress and/or who wish to change their pattern of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.5	Students have access to appropriate advice and guidance on careers and further study and any professional body exemptions that may be available.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.6	The institution has a fair complaints procedure that includes an external adjudicator, for example, the Office of the Independent Adjudicator (OIA) in the UK, and students are informed of how to submit a complaint.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.7	Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

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

This standard is judged to be:

Met  Partially Met  Not Met

**Comments**

Students have good access to academic staff outside the teaching and learning sessions to discuss their progress and to provide academic support. Staff maintain detailed student records on attendance, participation and achievement, which they use effectively to monitor student performance and identify when additional support and guidance are required.

Where students are judged to be making insufficient progress, or wish to change their current study patterns, appropriate academic support, advice and guidance on alternative programmes is provided. Students are well supported in preparing for future careers, further study and their next steps.

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

Appropriate instructions and suggestions on how to study are readily available to assist students to learn effectively and efficiently.

The Institution has a comprehensive policy on identifying and meeting the needs of students with special educational needs and disabilities. Where an individual need is identified or declared, appropriate additional support is provided by the dedicated counselling team.

**16. International students are provided with specific advice and assistance**

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

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

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

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

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

This standard is judged to be:

Met  Partially Met  Not Met  NA

**Comments**

Staff from the Institution's International Office provide good support for international students before and during their studies. Prospective students, including those arriving on exchange programmes, receive an email with the student handbook, advice on travel and registration form attached.

International students are also supported with document translation where this is required, for example with visa application documents. In addition, students are provided with comprehensive support with their accommodation arrangements, either for the Institution's own residences or by checking the suitability of private accommodation on behalf of the student.

A comprehensive induction for international students effectively covers their studies and information about the local area. They are also provided with basic Indonesian language classes. Students confirmed the effectiveness and completeness of support and that it continues throughout their stay.

Cultural and religious considerations are well accounted for, including prayer facilities and cultural dimensions to student clubs and societies. Where possible, students have access to speakers of their first language and this was confirmed by students.

**17. Student attendance is measured and recorded regularly and effective remedial action taken where necessary**

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

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

The Institution has a clear, published policy on student attendance and students understand the attendance and punctuality requirements of their study programmes.

Procedures and systems to enforce attendance and punctuality are well-developed and used effectively by staff to accurately and securely record student attendance and punctuality. As a result, staff are able to regularly review and manage data centrally.

All unauthorised absences are followed up in a timely manner, taking appropriate action where necessary to ensure that minimum attendance requirements are upheld.

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

Residential accommodation provided by the Institution is clean, safe and of a good standard. It effectively meets the needs of its students.

The accommodation is regularly inspected by the appropriate local authorities. Good levels of security ensure that the accommodation is secure.

Students are provided with comprehensive advice on suitable private accommodation.

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

- 19.1 Students are provided with appropriate information on opportunities for participation in social events and other leisure activities which may be of interest.  Yes  No  NA
- 19.2 The social programme is responsive to the needs and wishes of students and activities have been chosen with consideration of their affordability.  Yes  No  NA
- 19.3 Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.  Yes  No  NA

- |      |   |   |                             |                             |
|------|---|---|-----------------------------|-----------------------------|
| 19.4 | Students are encouraged to develop and participate in extramural activities and, when studying remotely, the activities include appropriate use of online forums or channels. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 19.5 | The institution supports and encourages peer interaction through a variety of channels, e.g. social network forums and channels.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

#### Comments

A wide range of social activities is offered by the Institution and effectively communicated to students on the VLE and through other multi-media channels. The social programme is very responsive to the needs and wishes of students and the activities are often subsidised by the Institution to ensure their affordability.

Students agree that social events are run safely and effectively by competent professionals. Inspection findings confirm this view.

Dedicated social media channels have been established by different departments. As a result, a wide range of workshops and training has been delivered virtually, including home fitness classes and monthly webinars organised by student clubs. The social programme is promoted across a wide range of channels, including the Institution's website, email, social media and their television and radio stations.

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

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

- |      |   |   |   |
|------|---|---|---|
| 20.1 | The institution has secure tenure on its premises.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 20.2 | The institution has the legal right to use these premises for the delivery of higher education.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No                             |
| 20.3 | Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

**This standard is judged to be:**

Met  Partially Met  Not Met

#### Comments

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

A small number of other suitable premises are available to the Institution should a need arise.

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

- |      |   |   |  |
|------|---|---|--|
| 21.1 | Access to the premises is appropriately restricted and secured.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 21.2 | The premises are maintained in an adequate state of repair, decoration and cleanliness.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 21.3 | 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. | <input type="checkbox"/> Yes            | <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |
| 21.4 | General guidance on health and safety is made available to students, staff and visitors.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 21.5 | There is adequate signage inside and outside the premises and general information is displayed effectively.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 21.6 | There is adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors.                       | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 21.7 | There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |
| 21.8 | There is adequate air conditioning, heating and ventilation in all rooms.   | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No  |



This standard is judged to be:

Met  Partially Met  Not Met  NA

### Comments

The Institution's three premises are very well maintained, decorated and clean. Access to each of the premises is very secure and appropriately restricted using security guards. As a result, they provide a safe learning and working environment.

All required health and safety information and rules are clearly displayed in relevant areas within the three premises. Comprehensive guidance is provided to staff and students during their induction and in their respective handbooks. Visitors are provided with bespoke health and safety guidance on arrival, which is then supported by appropriate signage throughout the premises. There are no areas that pose a particularly higher risk or hazard due to their specialist nature.

Each of the three premises provides a good space for staff and students to work, socialise and to receive visitors. Toilets are adequate in number, very clean and well maintained. Staff and students confirm that heating, ventilation and air conditioning are all appropriate. This view is confirmed by the inspectors.

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

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

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

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

This standard is judged to be:

Met  Partially Met  Not Met  NA

### Comments

Classrooms and other learning areas are well appointed, appropriately resourced, adequate in number and size, and effectively support learning.

Classrooms and other specialised learning areas, such as the radio station and drama studios, are appropriately equipped to meet the requirements of the courses.

The Institution has several suitable areas in which to conduct examinations.

## 23. There are appropriate additional facilities for students and staff

23.1 Students have access to sufficient space and suitable facilities for private individual study and group work.  Yes  No  NA

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

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

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

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

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

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

The Institution's three premises provide an excellent space for students to undertake private individual study or work in groups. Academic and administrative staff have good access to space to undertake their duties and, when necessary, meet with students.

The provision for students and staff to relax and consume food and drink is good. An appropriate number of areas are provided for students and staff to store their personal possessions.

Several appropriate rooms and offices are available for academic staff and managers to hold meetings. Administrative offices are adequate in size and suitably resourced for the effective administration of the Institution.

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

24.1	There is sufficient provision of learning materials including books, journals and periodicals and online materials.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.2	There are clear, systematic and effective means of ensuring the adequacy and currency of library stock to reflect staff and student needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.3	The library has sufficient space for student independent study and group working.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
24.4	There is a well-organised lending policy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.5	The library is adequately staffed with appropriately qualified and experienced staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
24.6	Library opening times are sufficient to encourage and support students' independent learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met  Partially Met  Not Met

### Comments

The provision of learning materials is good. High-quality course materials and other resources relevant to the students' programmes of study are accessible from the VLE.

The library stock is regularly reviewed and sufficient to meet the needs of both students and academic staff.

The library in each of the Institution's three premises is staffed by appropriately qualified and experienced staff. The library areas are spacious and provided a comfortable area for independent study or group work.

A clear lending policy is in place and opening times are sufficient and reflect the needs of the students well.

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

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

25.6 The institution makes effective provision for students to access conventional and online resources.  Yes  No

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

**Comments**

Access to technology to support study and work for both students and staff is good. The Institution's internet provision is very good and allows students to study flexibly and communicate with lecturers and other staff well.

Software and the Institution's VLE are regularly reviewed and updated to ensure that they meet the current needs of the programmes that it offers and the needs of its students and staff.

Appropriate IT technical support is in place for students and staff who may need help, including those working remotely, and to ensure that the Institution's systems are always operational. Training in IT systems is provided when needed.

Online access to conventional resources for staff and students is good.

**INSPECTION AREA – QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT**

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

26.1 The views of all stakeholders are canvassed and recorded regularly, considered objectively, analysed and evaluated thoroughly and, where necessary, appropriate action is taken.  Yes  No

26.2 Student feedback is obtained through appropriate formal student representation mechanisms.  Yes  No

26.3 The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.  Yes  No

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

**Comments**

The views of all relevant stakeholders are collected, analysed and evaluated regularly. The feedback mechanisms include a detailed lecturer performance evaluation completed by students each semester, a student focus group, and staff surveys administered by the HR department.

Annual employer and industry surveys are also conducted to gather the views of employers and placement providers.

Appropriate action is taken where required in response to direct stakeholder feedback.

Appropriate feedback is obtained through formal student representation. Each class has an identified class president, who represents the views of the student cohort and is a useful conduit of information between the Institution and the group. Class presidents are connected through social media platforms to share ideas.

The outcomes of surveys and stakeholder feedback are effectively communicated to stakeholders through social media channels and staff briefings. The LSPR Founder also writes regular letters on key developments and whole organisation responses to feedback so that stakeholders are aware of this. There are plans to provide more specific feedback to students on the actions taken as a result of their feedback.

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

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

27.2	The institution's quality assurance policies and procedures appropriately inform its strategic management.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.3	The principles of quality assurance are embedded throughout the institution to ensure a quality ethos.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.4	The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against clearly specified and appropriate performance indicators.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.5	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.6	Particular attention is paid to the quality of the student learning experience and to ensuring that there is fair treatment of all students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.7	The nominated course leader produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.8	The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report, which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.9	Key performance indicators include an analysis of student outcomes in terms of year-on-year performance, which highlights any significant variations.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.10	General performance reports include an analysis of year-on-year data, including on student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.11	Review and revalidation of programmes on a regular basis involves external assessors as appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.12	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action planning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met

Partially Met

Not Met

### Comments

The Institution has a very broad range of quality management policies and standard operating procedures. These are very clearly documented and shared via a dedicated webpage, ensuring all stakeholders have easy access.

A wide range of appropriate and well-established quality assurance systems and procedures are in place and managed effectively by a dedicated team. This ensures that the expectations of the Ministry of Education are met, and the Institution can manage the quality of provision in line with its mission and vision. The Management Representative Committee regularly reviews quality performance reports to help inform the strategic decision-making process.

A broad range of performance indicators and metrics are in place. Performance is regularly reviewed at module, programme and institutional level against these benchmarks to identify areas for improvement.

Managers regularly compile reports which present the outcomes of detailed internal audits, including student satisfaction and achievement performance at course and programme level. Appropriate action plans are completed where required.

Senior managers systematically review the quality of the student experience each semester. In addition, students also have the support of the student guidance office to ensure that they are treated fairly. Students confirmed that they are well treated.

Nominated course coordinators and academic leads regularly present summary reports of academic performance, which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates. However, reports do not always include explicit consideration of progression to further study or employment.

Senior leaders review general performance reports. These include data analysis and staff performance along with a review of resource requirements. The outcomes of reviews come from academic and support departments on a regular basis and are used to inform decisions on the quality of provision and level of student satisfaction, aligned to the strategic aims of the Institution.

The revalidation of courses involving international examination and international Higher Education Institution (HEI) partners includes advice and guidance from external assessors. On other LSPR courses, industry representatives are often consulted to ensure that revalidation of courses reflects the needs of industry. The use of external assessors specifically is not standard practice however across all programmes.

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

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

28.1	Good practice is effectively identified and disseminated across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
28.2	End-of session course and annual programme reports include improvement and ongoing developments made and identify further areas requiring enhancement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
28.3	Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

**This standard is judged to be:**

Met     Partially Met     Not Met

**Comments**

LSPR has a wide range of mechanisms to support the sharing of good practice across the Institution, including the publishing of research activities, the annual lecturer conference, informal social media groups and regular staff newsletters and bulletins.

End-of session course and annual programme reports highlight improvements and ongoing developments made and identify further areas requiring improvement. A specific action plan, with identified timelines for actions to be completed and allocations of responsibility is created.

Action plans are reviewed regularly within the Institution's committee structure. The Management Representative Committee meets each semester to review the outcomes of internal audits and performance reports, including actions plans.

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

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

29.1	Staff have an understanding of the specific requirements of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
29.2	Academic staff are properly and continuously trained with respect to provider policies, student needs, instructional approaches and techniques and the use of appropriate instructional technology	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
29.3	Tutors have an understanding of the special challenges and demands of online, distance and blended learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
29.4	Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA
29.5	Instructions and suggestions on how to study and how to use the online tutorial materials are made available to assist students to learn effectively and efficiently.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No	<input type="checkbox"/> NA

**This standard is judged to be:**

Met     Partially Met     Not Met     NA

**Comments**

Lecturers are appropriately trained and have a good understanding of the requirements of online, distance and blended learning delivery. Learning is appropriately supported by lecturers' use of the Institution's chosen delivery platform and its VLE.

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

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

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated

Yes     No

## PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

*Numbering of action points aligns with that of the minimum standards*

### GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

#### Institution's Strengths

A clear and well-documented management structure ensures that senior leaders and managers understand their roles well and perform them to a high standard.	
Actions Required	Priority H/M/L
4.4 The Institution must establish clear and appropriate terms of reference for all committees.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
5.12 Managers must introduce effective procedures for the internal and external moderation of all courses at the post-assessment stage.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low
6.7 Managers must introduce regular classroom observations of teaching staff, as part of an appropriate appraisal system.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

### GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

#### Institution's Strengths

Robust staff recruitment procedures ensure that staff are suitably qualified, experienced and fully understand their specific responsibilities.	
Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

### TEACHING, LEARNING AND ASSESSMENT

#### Institution's Strengths

Students benefit from high-quality learning resources that support their independent learning skills very well.	
Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

### STUDENT SUPPORT, GUIDANCE AND PROGRESSION

#### Institution's Strengths

A thorough and highly effective student induction programme, including those arriving for international exchanges, ensures that students settle into their course and local area quickly.	
Actions Required	Priority H/M/L
14.8 The Institution must provide training for staff and students on the subject of radicalisation and extremism.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

## PREMISES, FACILITIES AND LEARNING RESOURCES

### Institution's Strengths

Very high-quality premises that effectively support learning and the student's experience.

Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

## QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

### Institution's Strengths

A very wide range of quality assurance mechanisms that are effectively linked to specific strategic objectives and key performance indicators and metrics.

Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

## ONLINE, DISTANCE AND BLENDED LEARNING

### Institution's Strengths

Actions Required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

## RECOMMENDED AREAS FOR IMPROVEMENT

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.

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

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

## COMPLIANCE WITH STATUTORY REQUIREMENTS

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