



## BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

### Independent Higher Education (IHE) Full Inspection

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

**ADDRESS:** Buchanan House  
30 Holborn  
London  
EC1N 2HS

**HEAD OF INSTITUTION:** Ms Karina Kizhner

**DATE OF INSPECTION:** 15 & 17–18 August 2023

**ACCREDITATION STATUS AT INSPECTION:** Unaccredited

**DECISION ON ACCREDITATION:**

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

DATE: 23 November 2023

## PART A – INTRODUCTION

### 1. Background to the institution

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

In 2014, LSBF BS became part of Global University Systems (GUS), which is a network of 20 institutions and academic partners providing education to over 75,000 students worldwide. The GUS group provides LSBF BS with business support services, including Human Resources (HR), premises, marketing, maintenance, health and safety oversight, Information Technology (IT), international participant recruitment, admissions and course design. However, LSBF BS has full independent control of all the educational and quality assurance aspects of its provision.

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

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

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

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

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

### 2. Brief description of the current provision

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

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

At the time of the inspection, there were 402 full-time students enrolled, all in postgraduate programmes. The largest groups of students are from African countries, including Botswana, Zambia, Namibia and Guyana. However, a substantial number of students studying at the Institution are based in the UK or countries of the European Union (EU). All students are over 18 years of age. A small majority of the students are male.

Student enrolment for undergraduate programmes takes place in January, May and September each year. Postgraduate programmes run on a modular, semestral basis, with four intakes a year in January, April, July and October. Clear and appropriate entry requirements are set for each programme. As an example, in the case of the undergraduate programmes, applicants must have a minimum qualification of three A-levels at grades BBC, English IELTS 6.0 with 5.5 in all components, and maths with a minimum level of GCSE grade 4, or the equivalent of each of these requirements.

### **3. Inspection process**

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

## PART B – JUDGEMENT AND EVIDENCE

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

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

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

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

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

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

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

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

LSBF BS is very effective in reviewing the risk posed by the changing academic needs of students, employers and the wider educational sector. As a result, the financial standing of the Institution and the curriculum offer are regularly

reviewed and updated, ensuring that the Institution, through its MD and other senior leaders, takes effective action when required to manage and mitigate business risks.

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

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

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

- |     |   |   |
|-----|---|---|
| 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

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

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

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

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

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

- |     |  |   |
|-----|--|---|
| 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 UK law. Its accounts and finances are subject to regular independent external audit. This ensures appropriate scrutiny, transparency and probity.

## INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

### 4. The institution is effectively managed

- |     |   |   |
|-----|---|---|
| 4.1 | The management structure is clearly defined, documented and understood by all stakeholder groups, including governors, management, staff and students.  | <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 checked="" type="checkbox"/> Yes <input 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

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

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

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

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

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

### 5. The institution is administered effectively

- |     |   |   |
|-----|---|---|
| 5.1 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.  | <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 that 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 checked="" type="checkbox"/> Yes <input 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 that is implemented effectively.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

### Comments

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

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

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

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

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

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

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

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

Arrangements for the administration of examinations and other types of assessment are appropriate. Videoconferencing is used effectively to check the identity of students taking examinations, for example by the production of suitable proof of identity, such as a passport. There are effective procedures for the external moderation of relevant assessments on all programmes.

The Institution has appropriate procedures for the timely dissemination of records and transcripts.

There is a transparent policy on fee refunds, which is implemented fairly. This is readily available on the LSBF BS website as part of its terms and conditions.

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

- |     |   |   |
|-----|---|---|
| 6.1 | There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff, which are designed to ensure the safety of the students. | <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 that includes regular classroom observations of teaching staff.                  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |
| 6.8 | The professional development needs of staff are identified through appraisal and other means, and measures are taken to support staff to address these and gain additional qualifications, where relevant.  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No |

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

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

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

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

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

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

**7. Academic management is effective**

- |     |  |   |
|-----|--|---|
| 7.1 | There are appropriate procedures for the proposal, design and validation of programmes of study that take account of the mission of the institution. | <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-centred 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

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

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

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

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

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

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

8.1	Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions seen by prospective students.	<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**

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

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

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

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

No recruitment agencies are used.

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

9.1	The institution encourages academic staff to undertake research in relevant fields and to publish their findings.	<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 that 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**

The Institution actively encourages academic staff to undertake research and publish their findings where possible. LSBF BS supports applied research that forms part of academic staff development activities, in particular the publication of academic papers in relevant fields. Research activity is formally discussed in GUS research meetings and conferences as well as during faculty meetings.

Academic staff confirm that they are encouraged to, and do actively maintain their subject expertise through academic developments in research and scholarly activity and also through work carried out in sectors that are relevant to their teaching. Students confirmed that they believed their lecturers to have up-to-date knowledge. Inspection findings confirm this view.

Sponsorship is available through the Institution for academic staff to undertake research and to provide support for attendance at conferences to assist their CPD. In addition, LSBF BS offers free study for academic and other staff on its own individual modules as well as funding external CPD courses, where professionally relevant. For example, in December 2022, the Institution offered free graduate and postgraduate certificate courses in higher education to staff and academics via the UoL scholarship scheme. In meetings, staff confirm that sponsorship for research and other CPD activities is transparent and available.

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

**10. Publicity material, both printed and electronic, gives a comprehensive, up-to-date 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 LSBF BS head office premises and the fact that all courses are provided online only.

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

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

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

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

- |      |   |   |
|------|---|---|
| 11.1 | Lecturers have the required subject knowledge and pedagogic and communicative skills and experience to teach both the course content and the level of course to which they are allocated.                           | <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 that 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 have good subject knowledge and are well qualified and suitably experienced. They have strong pedagogic and communication skills. They are allocated to teach on courses and at levels that reflect their area of expertise, qualifications and previous teaching experience to ensure a consistent learning experience for students.

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

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

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

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

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

12.1	Students are provided with an assessment schedule in which required coursework and revision periods are detailed in advance, with clear submission dates.	<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**

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

Assessment strategies are relevant to the content and nature of the courses and use a wide range of tasks, including quizzes, multiple-choice questions, essays, group assignments, discussion forums and group presentations. Assignment

briefs are well written and detailed. They provide clear tasks that are effective in measuring students' achievement of the stated learning outcomes. Tasks allow a full range of grades to be achieved and are appropriately linked to the module grading criteria.

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

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

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

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

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

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

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

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

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

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

14.1	There are appropriate staff members responsible for student welfare who are accessible to all students and available to provide advice and counselling.	<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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
14.7	Effective safeguarding arrangements are in place and are regularly reviewed to keep all participants safe.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
14.8	Effective arrangements are in place to protect participants from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

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

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

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

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

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

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

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

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

15.1	Students have appropriate access to teaching staff outside teaching and learning sessions.	<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/or disabilities (SEND) are identified so that appropriate support can be provided.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

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

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

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

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

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

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

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

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

16.1	Before their arrival, international students receive appropriate advice on travelling to and living in their chosen country of study.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
16.2	On arrival, international students receive an appropriate induction on issues specific to the local area.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
16.3	Information and advice, which are specific to international students, continue to be available throughout their time at the institution.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
16.4	Provision of support takes into account cultural and religious considerations.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
16.5	Where possible, students have access to speakers of their own first language.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

## Comments

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

- |      |   |   |                             |                             |
|------|---|---|-----------------------------|-----------------------------|
| 17.1 | There is an appropriate, clear and published policy on required student attendance and punctuality.                     | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.2 | There are effective procedures and systems to enforce attendance and punctuality.                                       | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.3 | Accurate and secure records of attendance and punctuality, at each session, are kept for all students.                  | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 17.4 | Data on attendance and punctuality is collated centrally and reviewed regularly, and absences are followed up promptly. | <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 an appropriate, clear and published policy on student attendance. Students report that they understand the attendance requirements of their study programmes.

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

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

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

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

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

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

## Comments



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

- |      |   |   |
|------|---|---|
| 19.1 | Students are provided with appropriate information on opportunities for participation in social events and other leisure activities that may be of interest.                  | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.                            | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA |
| 19.3 | Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.                                    | <input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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**

The online social programme is appropriate for the needs and wishes of the students.

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

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

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

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

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

- |      |   |   |
|------|---|---|
| 20.1 | The institution has secure tenure on its premises.  | <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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA |

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

**Comments**

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

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

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

- |      |  |   |
|------|--|---|
| 21.1 | Access to the premises is appropriately restricted and secured.  | <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) that 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 premises are very well maintained, decorated and clean.

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

There are no areas of particular hazard.

All required health and safety information and rules are clearly displayed in relevant areas on the premises. Appropriate guidance is provided to administrative staff during their induction and in their respective handbooks. Visitors are provided with bespoke guidance on arrival, which is then supported by appropriate signage throughout the premises.

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

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

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

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

22.1	Classrooms and other learning areas provide adequate accommodation in size and number for the classes (e.g. lectures, seminars, tutorials) allocated to them.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
22.2	Classrooms and/or any specialised learning areas (e.g. laboratories, clinics, workshops, studios) are equipped to a level that allows for the effective delivery of each programme.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
22.3	There are facilities suitable for conducting assessments such as examinations.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA

**This standard is judged to be:**

Met  Partially Met  Not Met  NA

**Comments**

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

23.1	Students have access to sufficient space and suitable facilities for private individual study and group work.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
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23.2	Academic staff have access to sufficient personal space for preparing lessons, marking work and consultations with students.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
23.3	Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink where appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
23.4	Students and staff have access to secure storage for personal possessions where appropriate.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
23.6	Administrative offices are adequate in size and suitably resourced for the effective administration of the institution.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

#### Comments

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

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

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

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

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

24.1	There is sufficient provision of learning materials, including books, journals and periodicals and online materials.	<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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" 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 type="checkbox"/> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/> NA
24.6	Library opening times are sufficient to encourage and support students' independent learning.	<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

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

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

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

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

As all courses are online, a physical library is not needed on the Institution's premises. Therefore, qualified and experienced library staff, together with library opening times, are not applicable.

**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 that 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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

Appropriate technology to support study and work for students and staff is in place. Internet provision is good and allows students to study flexibly and to communicate with lecturers and other staff.

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

Appropriate IT technical support is in place and this ensures that the systems are operational at all times. Training in IT systems is provided when needed.

Access to online resources is excellent, with high-quality course materials and an extensive online library available. As all courses are online, conventional resources are not provided.

**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.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.2	Student feedback is obtained through appropriate formal student representation mechanisms.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
26.3	The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

**This standard is judged to be:**

Met  Partially Met  Not Met

**Comments**

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

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

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

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

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

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

27.1	All quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> 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 type="checkbox"/> Yes <input checked="" 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 involve 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's quality assurance framework has detailed and comprehensive policies covering all aspects of its operation. The procedures associated with each policy are available to tutors via the tutor on-boarding centre, which is readily available to all staff via the Institution's VLE and also provided to staff and students in their respective handbooks.

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

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

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

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

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

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

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

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

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

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

28.1 Good practice is effectively identified and disseminated across the institution.

Yes  No

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**

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

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

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

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

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

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

29.1	Staff have an understanding of the specific requirements of online, distance and blended learning.	<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 delivery. Learning is appropriately supported by lecturers' use of the Institution's chosen delivery platform and its VLE.

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

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

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

Declaration of compliance has been signed and dated

Yes  No

## PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

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

### GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

#### Institution's strengths

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

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

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

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

### GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

#### Institution's strengths

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

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

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

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

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

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

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

A wide range of online learning resources supports students' independent study skills.



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

**PREMISES, FACILITIES AND LEARNING RESOURCES**

**Institution's strengths**

Very high-quality premises effectively support the administration of the Institution.	
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 wide range of quality assurance mechanisms, which are effectively linked to specific strategic objectives and key performance indicators and metrics, support the Institution's continued improvement.	
Leaders and managers have implemented a comprehensive range of effective feedback processes to gather the views of students and other stakeholders to support course development effectively.	
Actions required	Priority H/M/L
27.5 LSBF BS must ensure that a regular report is produced that includes a longitudinal performance analysis, with appropriate key performance indicators and action plans.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

**ONLINE, DISTANCE AND BLENDED LEARNING**

**Institution's strengths**

A highly effective VLE platform fully supports all aspects of the Institution's work and provides excellent guidance to students, which helps them to achieve their target qualifications.	
Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

**RECOMMENDED AREAS FOR IMPROVEMENT**

The Institution should consider developing a document that draws together and details in one place all its administrative policies and supporting procedures.
LSBF BS should consider developing an administrative staff handbook that provides clarity on the roles and responsibilities of the Institution's administrative staff.

**COMPLIANCE WITH STATUTORY REQUIREMENTS**

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**THE INSPECTION WAS CARRIED OUT BY:**

Nigel Chambers	Lead Inspector
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