

London School of Commerce & IT

Quality Handbook

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Management of Quality and Standards

This Quality Handbook summarises the ways in which quality and standards are managed at London School of Commerce & IT (LSCI). Quality is very important to LSCI's reputation, to its students and to stakeholders. This handbook is intended to provide you with a one-stop reference point for LSCI's quality framework.

Definitions

Academic standards describe the standards that awarding bodies set and LSCI maintains for the award of academic credit or qualifications.

Academic quality considers how well the learning opportunities are made available to our students and enable them to achieve their award.

At LSCI, the Academic Quality Enhancement Committee (AQEC), the Dean and Principal work together to assure that the UK threshold academic standards are met through the alignment of our awards to qualification and level descriptors set out by the partner awarding organisations. These align to the national framework for higher education qualifications. Academic standards are monitored through LSCI's assessment policy comprising marking, moderation and assessment processes.

Quality assurance involves ensuring that appropriate and effective teaching, support, assessment and learning resources are provided to students.

Current Quality framework in the National Context

The Office for Students (OfS)

It is important that English higher education delivers a high-quality academic experience for all students and that qualification awarded are credible. This means that providers need to meet the requirements of the Office for Students (OfS) for the quality and standards of the courses they offer. To register, and stay registered, with the OfS providers must show that they offer high quality higher education. The OfS conditions of registration are designed to make sure high standards are maintained.

There are three types of conditions of registration:

- Initial conditions - these are the conditions that providers must meet to become registered.
- General ongoing conditions - these are the conditions providers must meet to stay registered. Most conditions apply to all registered providers.
- Specific ongoing conditions - specific ongoing conditions are those that OfS may decide, based on a risk assessment, to impose on an individual provider in order for it to register or to remain registered with them. They vary between providers but might, for example, require a provider to take a particular action to remain financially sustainable, or improve its student outcomes, or work on a particular aspect of

access and participation. Specific conditions may change if the level or type of risk changes.

The OFS [regulatory framework](#) provides the detail in respect to both the initial and general ongoing conditions.

Quality processes at LSCI align to the OFS regulatory framework and it is recommended that this Handbook is read alongside the regulatory framework, with especial reference to the [B Conditions – Quality, reliable standards and positive outcomes for all students](#).

The UK Quality Code for Higher Education

The Quality Assurance Agency (QAA) has been the Designated Quality Body (DQB) of the OfS for a few years. It is not a DQB anymore. Previously the QAA had developed the [UK Quality Code for Higher Education](#) as a key reference point for UK higher education, protecting the public and student interest, and championing UK higher education's world-leading reputation for quality. In the absence of any other DQB at the moment, it is worthwhile to follow UK Quality Code in order to maintain high level UK academic quality at LSCI.

The UK Quality Code for Higher Education is still the definitive reference point for all UK higher education providers. It makes clear what higher education providers are required to do, what they can expect of each other, and what students and the general public can expect of them. It protects the interests of all students, regardless of where they are studying, or whether they are full-time, part-time, undergraduate or postgraduate students.

The Code is based on three elements that together provide a reference point for effective quality assurance:

1. Expectations which clearly express the outcomes providers should achieve in setting and maintaining the standards of their awards, and for managing the quality of their provision.
2. Practices representing effective ways of working that underpin the delivery of the expectations and will deliver positive outcomes for students. These include:
 - a. Core practices that must be demonstrated by all UK higher education providers as part of assuring their standards and quality;
 - b. Common practices that will be applied by providers in line with their missions, their regulatory context and the needs of their students. These are practices common to the underpinning of quality in all UK providers but are not regulatory requirements for providers in England.
3. Advice and guidance which will help providers to develop and maintain effective quality assurance practices.

Managing Quality and Standards at LSCI

The management of standards and quality is a shared responsibility managed through the effective implementation of LSCI's regulations, procedures, processes and policies. Dean and Heads of Programmes are responsible to ensure implementation of the quality processes described in this Quality Handbook.

Quality Assurance at LSCI

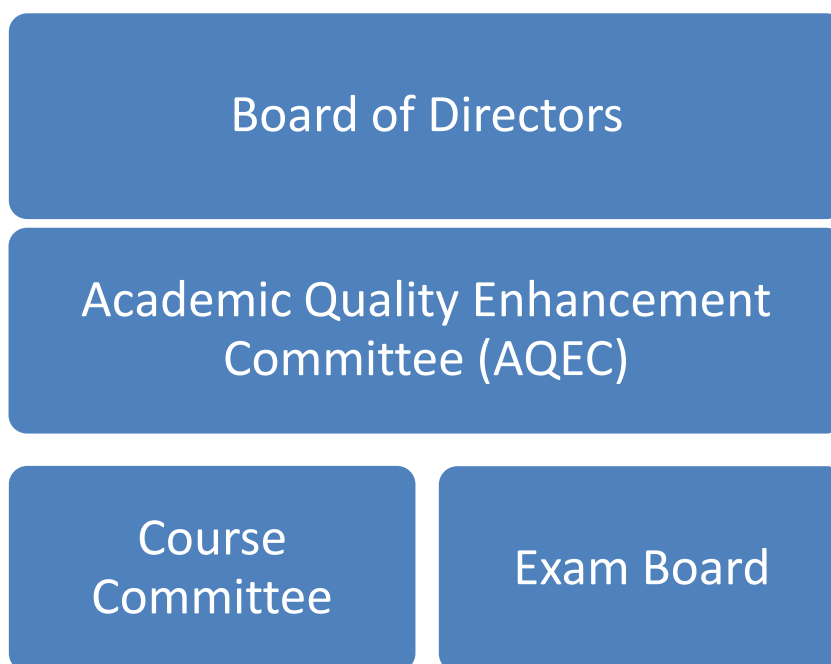
LSCI has an established process for quality assurance to monitor and report student expectations and achievement and to ensure 'best practice' in all activities.

Quality teachers are recruited at LSCI through advertisement and interview process. They undergo an induction process and are provided with the staff handbook and relevant policies and procedures. They are encouraged to take up any opportunities in order to develop their skills and knowledge through Continuous Professional Development scheme (CPD). The need for any CPD is to be identified via the annual staff appraisal.

Management Committee Structure

The London School of Commerce & IT has the following management committee structures in place, all operating under the Board of Directors. The Board of Directors has ultimate responsibility for the College.

The responsibility of each committee, including the Board of Directors, is as follows:



The Board of Directors - will be responsible for determining the strategic direction of the organisation and the duties given to them by the shareholders.

Academic Quality and Enhancement Committee- will be responsible for the day to day management of LSCI and for carrying out all duties given to them by the Board of Directors. The Committee is also responsible to endorse decisions made by the Course Committee.

The AQEC within LSCI is the over-arching authority who meets every two months. The committee consists of the senior management team namely, the CEO, the Principal, the Vice Principal and the Dean. The purpose is to:

- Steer the College on matters of assuring standards and quality of programme it provides by leading to the qualifications granted by awarding organisations.
- Review reports from internal verification, student feedback questionnaires, staff meetings, student attendance and progression data and respond to external frameworks of quality assurance.
- Review reports and action plans for standard of programmes, student evaluations, their progress and welfare.
- Review of staff and development of innovations in teaching.
- Review and respond to reports on external inspections and accreditation visits and to prepare action plans matters arising from these.

Course Committee - The Course committee is responsible for setting the key performance indicators (KPI) for each course and their delivery and conduct of all course assessments to ensure that the KPI's are met. This will include both academic and quality criteria. They will also be responsible for the Internal Verification Process and will report to AQEC.

Exam Board - The Exam Board is responsible to check and validate the marks after the external examination in the case of Pearson Diplomas and Assessment Board in the case of University programmes.

Student experience - LSCI is committed to continuous quality improvement in all aspects of the student experience. We want our students to enjoy their learning experience, feel valued, and achieve their ambitions.

Staff experience - The College offers a supportive atmosphere, exploring the full potential of all staff within the organisation and is supported by a creative and responsive management team.

Supporting Structures - Our student engagement is based on three specific aims which are directly related to the student learning experience to:

- Promote innovative, flexible and attainable learning opportunities responsive to the needs of an ever diversifying market.
- Provide a high quality academic experience for all students supported through our support infrastructure.

LSCI has introduced a comprehensive system to support student welfare and wellbeing.

College Communication

LSCI is committed to the belief that communication is crucial for positive change across all areas of operation. LSCI operates an 'open-door' policy where students have access to a member of staff or to Senior Management at any time during the working week.

Admission

Admissions entry requirements are reviewed annually by senior management and academics to take account of any changes to awarding organisation's requirements. Reviews also consider competitor information and general intake trends across the portfolio.

LSCI's Admissions Policy and Procedure outlines the process for the admission of students to our courses. It is informed by relevant legislation and sector good practice e.g. Equality Act. Admissions to LSCI are managed centrally to ensure consistency of practice, knowledge and experience.

The Admission Policy and Procedure is available on LSCI website and is reviewed formally and regularly when new regulatory requirements come in. The Policy gives a comprehensive description of LSCI's approach to equality and diversity throughout the admission process and sets out the roles and responsibilities of the admission team

Learning, Teaching and Assessment (LTA)

LSCI is open to all applicants who are suitably qualified to study their course of choice according to the admission requirements. Students who accept admission are obliged to fulfill the academic standards required by the College and the awarding organisations.

Objectives - LTA process is continuously amended and updated in line with external awarding organisations' specifications.

Aims - LSCI has set a series of specific aims that are designed to meet students' needs, provide a quality education. Each will be mapped over time against the key performance indicators of student satisfaction (via student questionnaires), retention and achievement.

Teaching and Learning

The aim of teaching and learning at LSCI is to provide quality tuition for our students to achieve the desired qualification.

We are committed to:

- help the students and encourage creativity to build more confidence and maintain diversity in approaches to learning according to the awarding organisations specifications
- encourage working in an independent and interdependent manner
- support the development of students as conscious individuals and social beings
- equip students with the knowledge and skills they need to enhance their employability, and enrich the wider contribution they will make to the community.

Satisfaction, Retention, Achievement - In order to ensure that our programmes reflect present student needs and to accommodate any significant future changes, LSCI has set clear academic, professional and practical aims to develop students' experiences with particular reference to knowledge and skills required for individual attainment. We will continuously review the curriculum to ensure the needs of a diverse student body and promote learning approaches that involve reflection, creativity, curiosity and team work.

The learning Process and Experience - Learning is a partnership between staff and students. LSCI recognise that students learn in different ways and it is the responsibility of staff to help each student achieve their goals by providing resources and support. Students can expect equality, respect and fairness in all learning activities, punctual start/finish times, course study guides and clear explanations of learning outcomes and course assessment criteria. Students are therefore expected to participate and prepare work for each guided teaching and tutorial session. They are also expected to submit their coursework on time for completion of summative assessments. The learning experience is to provide students with the ability to:

- Improve individual learning and performance as these are relevant to studies, work and life in general.

- Focus on what they are learning and how they learn and develop flexibility in their studies.
- Organise themselves, overcome problems and prioritise work.

The key skills that students will actively be encouraged to develop are:

- Communication
- Working with others
- Enhancing own learning and performance
- Problem solving

Recognition / Accreditation of Prior Learning - This procedure takes into account information supplied by a student in their application form, verification of previous educational qualifications any other submitted documents.

Fraudulent certificates/documentation - All instances of oral and written fraudulent misrepresentations in regard to any transaction within LSCI are prohibited. Falsification and fabrication of any document, certificate or communication will not be tolerated and may be subject to disciplinary action up to and including dismissal or withdrawal of authority to study by the College.

Academic Misconduct Policy - Plagiarism, cheating, collusion and attempting to obtain an unfair academic advantage are forms of academic misconduct and are entirely unacceptable for any student at the College. Students must ensure that work submitted is their own work. This Policy defines what the College means by plagiarism, and gives examples of the categories of other forms of unacceptable academic misconduct outside examinations. In establishing this Policy, the College is seeking to maintain the integrity of its academic awards and procedures and to give any students affected a fair opportunity to respond to any allegation of academic misconduct. Each case will be determined on its own facts and merits. The Policy includes College-assessed work which contributes towards external verification. (www.lsci.org.uk)

Course Structure and Teaching - The current academic provision at LSCI is Higher Nationals at RQF levels 4 and 5 and Professional Diploma in Education and Training (DET). Teaching methods used within LSCI are varied and include lectures, small group tutorials, self-directed study and presentations. Each tutor is responsible for ensuring students are well-prepared for all assessments. Students may be asked, for example, to present seminars, undertake an unseen exam or write an essay, however, they will be informed of the type of assessment and when it has to be

completed. In addition to the Pearson Specification, all students will be provided with assignment briefs for each unit.

Student engagement - Students are actively encouraged to take responsibility for their own learning using their own initiative to set priorities. This will be encouraged alongside the development of a fully-integrated student management system (SMS) to include: study materials, academic skills of learning, facilities for the on-line submission of assignments.

Assessment - Assessment is defined as the process where staff makes judgments on evidence produced by students against required criteria for the BTEC qualifications. All assessment materials must be internally verified before being issued to students.

Objectives:

- To assess students' work with integrity by being consistent and transparent in our assessment judgments and processes so that the outcomes are fair, reliable and valid.
- To ensure that assessment standards and specifications are implemented fully so that no risk is posed to the reputation of the awarding organisations or the qualifications we offer.
- To establish quality control and recording mechanisms for assignments and their assessment through a system of sampling, internal verification as appropriate to the requirements of the programmes.

Completed assignments will be assessed and internally verified. External verification takes place once in a year by the awarding respective awarding organisations. Any grade awarded will be subject to internal and/or external verification and the release of certification rests with the awarding organisation subject to a successful EV report.

The Assessor is responsible for ensuring that assessment processes are consistent and transparent, that evidence is valid, sufficient and authentic and that judgment of evidence is valid and reliable.

Formative Assessment - The Formative Assessment is the responsibility of each student and is frequently used in a wide ranging context. It can take a variety of forms ranging from voluntary self- assessment tests with built-in feedback to more formal items of assessment, (which may well have a summative assessment component), but which also demand individualised feedback from a tutor and through which a student can judge their progress and reflect on their progress, and for Formative Assessment to be most effective, there should be a whole College approach to it, with colleagues sharing best practice and planning for improvement.

Feedback:

- It should be given promptly and should give the student a sense of what has been achieved as well as improvement still to be achieved
- Marks/grades are not helpful in a formative sense and may de-motivate
- Comments should be limited in number and should give specific advice as to how goals can be achieved
- Oral feedback (including discussion) is the most effective type
- Targets and progress should be discussed with students while they are working on the task
- Students should be encouraged to reflect on the feedback and should be given time to work on improvements

Peer and self-assessment:

- Students need good understanding of the criteria for success
- Students should make judgments themselves about their progress towards targets
- Low achievers and students with learning difficulties can benefit from self-monitoring

Special needs- Special needs support is provided by the College and information on these can be found in the Student Handbook and through the College website. All information provided by students is strictly confidential. Support for special needs at LSCI covers the following:

- A Needs Assessment
- Support tuition
- ICT support
- Special examination provision: for this LSCI will follow the awarding organisations recommendations
- An Individual Learning Plan (ILP)
- Supportive teaching and learning environment.
- External support if required through local services.

Course Delivery

LSCI has overall responsibility for the quality delivery of the academic programme and that students are well informed of their progress and that their progress is being monitored. The College is also responsible for ensuring that an effective work balance is offered to the students and that this work balance is maintained. LSCI is also responsible for ensuring fair assessments, which is appropriate and consistent and in line with the learning criteria. The College will ensure that respective courses are constantly monitored thus ensuring the delivery mechanism is

effective in relation to course content and learning objectives.

LSCI courses are delivered using traditional classroom methods supported by a variety of learning resources, including; on line learning, library facilities, as well as interactive sessions. We recognise that student involvement/participation is essential to successful learning. The success of any programme is dependent on the development of the right classroom atmosphere. This is done by encouraging open discussion and debating issues in an environment that is conducive to learning.

LSCI ensures the resources for the delivery of courses and assessments, and issuance of qualifications, meet the requirements of the relevant awarding organisations. LSCI provides the following resources:

- Delivery and assessment resources appropriate to the methods of delivery and support materials, with necessary copyright authorisation.
- Teaching Staff with appropriate qualifications and experience, including assessor requirements, as identified in the relevant awarding bodies' assessment guidelines.

Delivery modes may include: demonstrations; group participation; individual and group projects; learning support at work; audiovisual presentations; computer managed learning; internet access.

Internal Verification

Internal Verification is the second stage of a typical three tier assessment framework prevalent in the Higher Education of UK. It is a quality assurance procedure to ensure consistency and fairness in assessment with reference to learning outcomes the relevant modules/units.

In order to do this, LSCI will ensure that an appropriate sample of course and teacher work from all programmes is assessed to national standards and external verification requirements. In addition, internal verification will be performed at the end of every semester.

The Internal Verifier will inspect a range of assessment decisions for all teachers and programmes of study. In the event of unexpected or unforeseen circumstances, for example, a low achievement rate or poor quality of assignments, further samples will be included. Overall, the internal verifier will:

- Ensure students submit original work through 'Turnitin' or other software database accessible via the web, which will check for any plagiarism. The allowance given for the similarity index will be up to 20%. Any submission that fails this level will not be marked until the student passes the required level.
- Ensure correct application of the assessment criteria.

- Comment on all aspects of good assessment and ensure assessment criteria have been met.
- Monitor the level and standards of feedback provided to students.
- Provide clear advice linked to the assessment criteria on what the student might have or need to do to achieve higher grades.

Internal verification will also be applied to every assignment brief to ensure that it contains sufficient information to enable a student to carry out the defined tasks and procedures to demonstrate good knowledge of the assessment criteria.

Written feedback on the outcome of the internal verification will be provided to students identifying any changes that might be required and what remedial action might need to be taken. Following any revision, the assignment brief will be subjected to additional internal verification to assure quality and standards.

For the University courses at LSCI, the internal moderation is done by an experienced academic appointed by the University on the assessed works sent to him/her by respective module assessor.

Personal Tutor

Personal tutoring is an important support activity for the student. At LSCI, the Module tutors identify strengths and weaknesses of the students and produce Individual Learning Plan (ILP) for their student cohort at the beginning of the academic year. ILP comprises improvement target with dates, which are monitored through meetings with them as per the target dates.

Information to Students

LSCI Students are provided with clear and accurate information that specifies the learning opportunities and support available to them. LSCI academic and admin inform the students during the Inductions and through the use of VLE (Moodle), Module Guides, and Course Handbooks.

Library Services

LSCI has a small physical library with up to date text and recommended books for all the main disciplines being taught. It has also subscribed to ProQuest online library for management and other social science journals and e-books for our students.

Student Representatives

Student Representatives play a key role in quality assurance and enhancement, providing a formal mechanism to feedback on course related matters and other issues impacting on the student experience. At LSCI student representatives participate in AQEC, Course Committee and Programme Committee meetings to express their views freely.

The above narratives briefly describe the LSCI Quality process to ensure best experience and outcome for its students.

LSCI/Policies/2024/

Quality Handbook

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