

Assessment Report

London School of Commerce and IT

ASSESSMENT INFORMATION	
Assessment Type	Review Assessment
Assessor's Decision	Standard Met
Assessor's Name	Graham Pickup
Evidence Gathering/Assessment Date/s	17/06/2025 – 18/06/2025
Client ID and Assessment Reference	C19205 – PN202947
Accreditation Review to be conducted by	22/07/2028

METHODOLOGY	
Evidence gathering	2 days remote using Teams and phone.
Staff interviews	8
Recipient interviews	16
Partner interviews	1
Document review	Strategic Plan 2025-28, management meeting minutes, pass rate and progression data, QIP, learner feedback, IAG policy, Student Induction presentation, student support documentation.

About the organisation

London School of Commerce and IT (hereafter referred to as LSCI or the College) which delivers higher education qualifications through its partnership with the Buckinghamshire New University, including 3 year and 4 year degrees in Business Management and Health and Social Science, as well as a one year top up course in Business Management. The 4 year degrees include a foundation year in year one.

The College is led by the Chief Executive Officer (CEO), who is supported by the Principal, the Dean and Academic Lead, and the Vice Principal. The Dean manages the Teachers, supported by the Vice Principal, and the Principal manages the administrative staff including the Student Welfare Officer and the Career Support Officer, supported by the Administration Manager. The Vice-Principal manages the Curriculum Programme Leaders.

The College's vision is,

'to ensure learners' career progression through education, qualification, employment and entrepreneurship.'

And its mission is,

'to provide higher education to learners for achieving desired qualifications, skills and entrepreneurial abilities.'

These are supported by the Strategic Goals which includes,

'To deliver high quality student experience and outcome'

And the Operational Objectives which include,

'Deploy sufficient resources and support for the students in order to help them achieve their goals', and

'Recruit, develop and retain qualified teaching and admin staff in order to ensure excellent student support, experience and achievements.'

The Information, Advice and Guidance (IAG)

The College provides information about its courses through its website, leaflets and by attending events such as jobs fairs. Most students come to the College through word of mouth, via family and friends. They may then look at the College website for information or contact the College through the website link, by phone, or by calling in to the College building.

Students apply through the website, the admin staff check their eligibility and if they are they are invited to attend an interview. If they are not eligible, they will be signposted to other providers for appropriate courses. During the interview, which is held by a 3 person panel including the Principal and a member of staff with knowledge of the course for which the applicant is applying. They will discuss the student's background, current situation, and eligibility, as well as their interests and goals. They will also provide information to the applicant about how the course works and possible progression routes after the course including types of jobs they could progress on to. The Principal will use the information collated to identify if the course is right for the student, and that the student is right for the course. Once the Principal has identified that the student is eligible and suitable for the course, and the course is right for the student, she will make an offer of a place on the course to the student. If the student decides to accept the offer, they will be sent further information about the course.

The student is enrolled and is taken through their induction by the senior managers and their Teacher. They are informed about the support available to them during their course including career service support, employability skills, progression of alumni, resources available, what is expected of them, and how their course will work. The Careers Support Officer and the Welfare Officer will attend the induction to inform the students about the support available.

The Teacher will develop an Individual Learning Plan (ILP) with the foundation level students, which identifies the student's goals, areas for development and any additional support required. A Personal Tutor is allocated to the student to provide additional support to the student as required. The Teacher will hold regular reviews with the student to assess progress and identify any issues the student needs support with. The Teacher will have regular discussions with the student about their options following on from their course including different types of jobs they could consider. The Personal Tutor will support the student if they need it, for example if they are falling behind with their work, and with personal issues, for example by signposting them to services to help them with health issues. Both the Teacher and Personal Tutor will support the student with development of their soft skills, such as confidence building, for example with presentation skills by giving presentations to the class. They will also support the student with identifying courses to help them develop necessary skills for their goals, for example Digital Skills courses to help get a job in Digital Marketing. The Teacher will refer the student to the Careers Support Officer and the Principal for referrals to other support organisations. They will also refer the student to the Welfare Officer for further support with health issues or learning difficulties.

The Careers Support Officer supports students with their CV writing, cover letters, and interview techniques. Students may be referred to the Officer or can drop-in when they can have a 1 to 1 session with the Officer. The Officer will attend final year classes to provide advice on job searching as well as CV writing and cover letters. The Officer will signpost students to jobs fairs, provide information on the jobs market, and invite Alumni in to give talks to students.

The Student Welfare Officer provides pastoral support for the students including support with mental health issues. The student may be referred to the Officer or can drop-in for a 1 to 1 session. The Officer will signpost students to external support services, for example the NHS Talking Therapies for support with anxiety and depression. If the student is falling behind with their work the Officer will discuss possible options, for example they can have a break in learning until they feel well enough to continue. The Officer delivers weekly workshops for Foundation students which cover skills development such as confidence building, and open sessions to cover issues that students wish to discuss.

The difference the IAG makes to recipients and the overall impact

Staff described how they aim to ensure that they effectively support the student throughout their time with the College to overcome any barriers they may be facing, provide them with accurate information, help them understand the options available to them, and empower them to make the best decisions to enable them progress towards their goals.

The impact made by the IAG provided is demonstrated through student progression, such as the examples given below, as well as from student feedback.

The College monitors its performance against its targets in management meetings and other staff meetings. Its targets include pass rates and student progression. In 2024/25 its pass rate was 87.8% which was an improvement on the previous year which was 82.6% and above the target of 80%. To date 65% graduates of the College have progressed successfully with 5% progressing onto Higher Education, 49% into employment, and 11% into self-employment.

The College also aims to support students with the development of their soft skills. Students reported that they had experienced improvements in their confidence levels and self-esteem, which has enabled them to progress on their course. Comments received from students include,

“They clearly explained the courses, and how they work and helped me choose which course to do based on my goals.”

“My Teacher and the Principal are very friendly and have helped me understand what my next steps could be.”

“I have discussed the types of jobs I could go for after my course with my Teacher and he helped me understand the pathway to getting there.”

“The atmosphere in the College is very good, they listen to me and help me feel safe and comfortable.”

“They have helped me with my CV and job applications, it has really helped to build my confidence.”

Changes the College has made include the development of the IT facilities to support students, the development of the Programme Leader role and Module Leaders to help improve the support provided to students, improve the quality assurance, and develop the support provided to Teachers, which has helped to improve the pass rates achieved.

What is working particularly well

One strength/areas that is working particularly well was identified during the assessment, which are detailed below. The numbers in brackets refer to the element and criteria of the **matrix** Standard.

- The College continues to have a strong ethos of open access to the managers for both staff and students. Staff reported that they have regular contact with the managers and felt very well supported by them. Students reported that staff and managers are very friendly and supportive, they feel listened to and feel comfortable with the staff and managers. This encourages students to recommend their friends to the College, resulting in many applications. (2)

Development suggestions

Development suggestions are offered in the spirit of continuous improvement and a way for an Assessor to add value e.g. where the service is of a high quality, development areas are offered to help the service be even better than it already is, or to give insight into practices seen elsewhere. There is no correlation between the number of strengths and development suggestions. Where development areas are greater in number this is not intended to indicate that the information, advice and guidance service is in any way lacking. These will form the basis for discussion at the Continuous Improvement Checks (CIC) conducted twelve and twenty-four months from the date of this Assessment, along with any other notable developments. The numbers in brackets refer to the element and criteria of the **matrix** Standard.

- The Principal continues to provide IAG training for staff. The College may wish to consider looking at the Institute of Employability Professionals <https://www.myiep.uk/>, and the Careers Development Institute <https://www.thecdi.net/> which may have resources the College could use to help provide training for staff in careers advice and employability skills. This may help to ensure all staff are aware of what is involved in good IAG and help them identify ways to further develop the way they provide IAG. (2.7)
- The College informs students about the support available to them in the initial meetings and in student induction. Some students reported that they are not aware of the Careers Support Officer and the Welfare Officer. The College may wish to consider including a more detailed description of the support these staff provide at the initial meetings, in induction and early in the student's programme. This may help to ensure that students are aware of the support available and access it as required. (3.1)
- The College is continually developing its use of IT to support students. It may wish to consider looking at CareersChat (UK) <https://cicichat.co.uk/> which is an AI tool for careers and employability support services. This may help the College to further develop the IAG it provides to students. (2.8)
- The College has effective quality assurance (QA) processes in place. It may wish to consider developing specific IAG related QA processes, such as observations relating to IAG provision and IAG standardisation meetings. This may help it to identify development areas for the IAG provision. (7.2)

Conditions of Accreditation

Holders of the **matrix** Standard Accreditation must:

1. Maintain and continually improve upon their services.
2. During the period of accreditation satisfy The Growth Company that the organisation continues to meet the requirements of the **matrix** Standard via the annual continuous improvement checks and the three-year accreditation review.
3. Complete annual continuous improvement checks in a timely way, it is expected these will be carried out annually by the accreditation anniversary date.
4. Inform The Growth Company or their Assessor if the key contact name/contact details change.
5. Submit their Booking Form for re-accreditation to the **matrix** Standard at least 3 months prior to the accreditation anniversary date ensuring all pre on-site activity is completed in a timely way including planning, payment and interview scheduling. Accreditation Reviews are due 3 years from the anniversary accreditation date; it is expected that organisations will be assessed by this date or will risk being de-accredited.
6. Inform The Growth Company of any significant changes made to the organisational structure, senior management or systems that may impact on their accreditation; email: matrixStandard@growthco.uk.
7. Inform The Growth Company immediately if they wish to extend or reduce the scope of their accreditation.
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