



*London School of Commerce & IT*

## **Quality Handbook**

**January 2026**

## **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.

At LSCI, academic and operational qualities are ensured by complying with the requirements of the Office for Student (OfS) conditions of registration and quality guidance of respective awarding organisations.

### **OfS conditions of registration**

The OfS conditions of registration are designed to make sure all registered higher education institutions maintain high standards and quality in all their activities. For detailed list of OfS standards, please click [here](#).

Quality processes at LSCI align with 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. For detailed information on the conditions of OfS registration, please click [here](#).

For convenience of reference the OfS B conditions are listed below:

OfS B conditions	Description
B1	Academic Experience
B2	Resource, Support and Student Engagement
B3	Student Outcome
B4	Assessment and Awards
B5	Sector Recognised Standards
B6	TEF Participation

## **Definitions**

**Academic standards** describe the standards that awarding bodies set and LSCI maintains for the award of academic credit or qualifications such as described in the previous section.

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

### **Quality Assurance at LSCI**

Quality assurance at LSCI is done through a combination of activities, monitoring and reviewing and a conscious effort to meet the OfS B conditions.

### **Quality of student recruitment**

LSCI has robust recruitment policy for students which ensures only the most able students are enrolled for the academic courses it delivers within the principles of inclusiveness and diversity.

The admission notices mention the criteria of eligibility as per the requirements of the awarding organisations and admission team follows them diligently. The quality of admission process is audited/reviewed by the respective awarding organisations.

### **Quality of Teaching Team**

Quality of teachers are ensured through rigorous recruitment and approval process prescribed by the respective awarding organisations. LSCI prepares the job advertisement as per the requirements of the course specification and select only the most eligible applicant for teaching job. The selected teachers undergo an approval process. Only the approved teachers are allowed to teach at LSCI.

Every newly recruited teacher undergoes an induction process and is provided with the staff handbook and relevant policies and procedures.

A new teacher is also provided with a mentor who will shadow him/her and help in developing teaching, learning and assessment skills.

Every teacher is facilitated with continuous professional development (CPD) opportunities through internal training / workshop / seminar activities as well as external means such as QAA and Higher Education Academy Fellowship.

### **Quality of Course Delivery**

Quality for course delivery are ensured to through delivery standardisation meeting by Module leader and module tutors at the beginning of the semester. The module leader explains the requirements for the assignment brief and discusses the importance of achieving learning outcomes and addressing the assignment tasks proper course delivery plan, and lays emphasis on effective class room activities, effective student engagement to achieve learning outcomes, lesson observations and student feedback surveys.

At LSCI, both lesson observation, and peer observation are carried out in order to identify good practices and share them among the colleagues. They are also aimed to help the teachers improve continuously by follow up CPD sessions.

The annual appraisal meeting for each teacher ensures that LSI teachers maintain quality in their course delivery activities.

### **Quality of Assessments**

Assessment standardisation is one of the ingredients of reliable and quality assessment process. At LSCI, it is done through assessment standardisation exercise after every student submission by taking samples from the recent submissions. The module leader reconciles and sets the standard for assessing each module which ensures consistency, and fairness in assessment for each module.

LSCI ensures the quality, consistency and fairness for assessment of students work through three tier assessment process.

The first tier involves the first marking of students' submissions, exam scripts or presentation documents as per the assessment guidance from the relevant awarding organisations.

The second tier involves the moderation by internal quality assurer or moderator and the third tier involves external examiner's reviews.

The final agreed results are validated by respective assessment boards after which the results are published.

### **Quality of Student support**

One of the important ingredients of student support quality is the quality of information given to students when they need it.

At LSCI, this is ensured by following the Matrix standards it subscribes to. Adhering to Matrix standards ensures that students and staff receive valid, and relevant information when they need it.

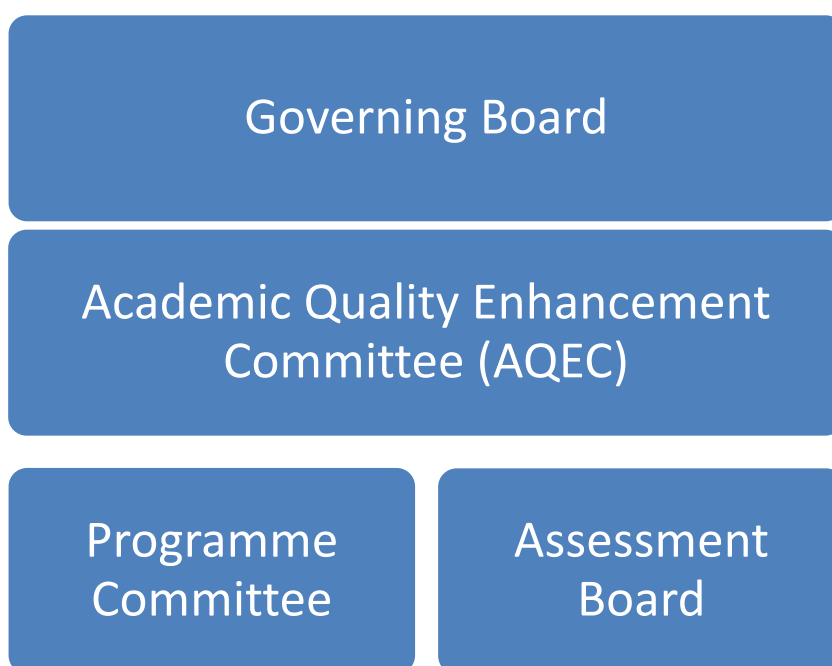
The other aspects of student support involve providing physical and technical resources for student learning and achievements. These are ensured through keeping the classrooms well resourced, keeping the physical library and online learning platforms up to date with text books, journals and similar resources.

Besides these, every student is given a mandatory access to Personal Tutor in order to provide individualised focused support to enhance academic achievement. Senior leadership Team undertake reviews to ensure the appropriateness of the resources. The whole process of assuring quality in all LSCI operations and activities are managed and continued through its management and committee structure.

### **Management and Committee Structure**

The London School of Commerce & IT has the following and Management and Committee Structures in place, all operating under the Governing Board. The Board has the ultimate responsibility for the College's strategic direction

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



**The Governing Board** - is responsible for determining the strategic direction of LSCI and providing guidance in all operational and strategic matters. The Chairman of the Governing Board is an external person who holds the Senior Leadership Team accountable for quality and standards of LSCI operations.

**Academic Quality and Enhancement Committee (AQEC)** - is a committee responsible for overseeing the day-to-day management of LSCI and reporting its works to Governing Board. It meets every two months. The committee consists of the senior leadership team namely, the CEO, the Principal, the Vice Principal and the Dean.

The responsibilities of AQEC are follows:

- 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.

The above-mentioned responsibilities of AQEC ensure that the overall qualities of LSCI operations are monitored and maintained.

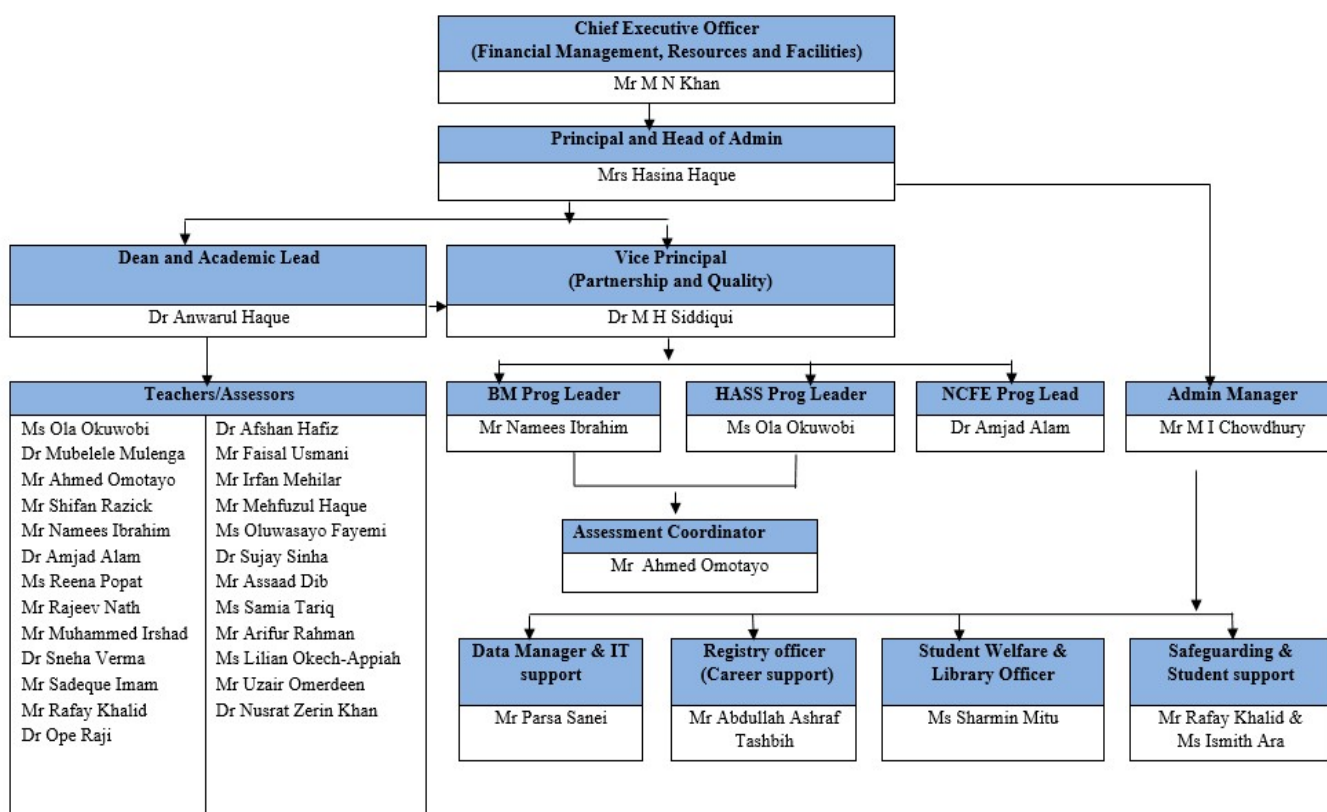
**Programme Committee** - The Programme Committee is headed by respective Programme Leader. It meets once in every semester. It is responsible for monitoring the performance of each course with reference to OfS B-Standards. The review includes both academic and quality criteria. They will also be responsible for the Internal Verification Process and will report to AQEC.

**Assessment Board** - The Assessment Board is responsible to review results before they are sent to awarding Organisation for final validation and award. The reviews ensure internal quality check and future improvement decisions.

## Organisational Diagram of LSCI

The Organisational diagram of LSCI is given below showing the visual representation of LSCI's structure, hierarchy and reporting line.

**LSCI Organisation Diagram**



## **UK Quality Assurance Agency (QAA)**

In order to improve our quality assurance activities with a recognised quality benchmark, LSCI has subscribed to QAA membership. This is helping LSCI staff to maintain high level of quality in everything they do by attending QAA training, seminar and workshops and similar CPD sessions every year.

## **Quality Review**

Besides the operational framework for quality assurance at LSCI, an annual quality review is undertaken to evaluate the impact of the quality assurance activities on the students' progress and achievements. This is undertaken by Programme Leaders and reported to AQEC meetings. The findings of the quality review reports help AQEC with next cycle of planning for improvement and development.

## **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 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/2026/  
Quality Handbook**

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