



## TEACHING, LEARNING AND ASSESSMENT POLICY

### **Introduction**

London School of Commerce & IT (LSCI) is committed to providing high quality teaching, learning and assessment to enable all learners to achieve their full potential. This will be achieved through high quality teaching and learning opportunities, rigorous assessment, feedback and the sharing of good practice.

### **1. Purpose and Scope**

**Purpose:** This policy establishes the institutional framework for delivering high-quality education. It outlines standards for curriculum design and delivery, inclusive practices, and student engagement, ensuring compliance with the conditions of registration required by Office for Students (OfS conditions of registration) and guidance from UK Quality Assurance Agency (QAA).

**Scope:** This policy applies to all academic staff, professional support services, and students across all modes of learning - face to face, blended, and online.

### **2. Core Principles**

**Active Engagement:** LSCI considers learning as an active, collaborative process. It believes students are co-creators of knowledge rather than passive recipients. It will ensure its learners are actively engaged in the learning sessions and also in the management committee decision making process (OfS conditions of registration B2).

**Inclusivity and Accessibility:** At LSCI, teaching methods, learning materials, and assessments are designed to be accessible to students from diverse backgrounds, respecting individual learning needs and protected characteristics under the Equality Act 2010 (OfS conditions of registration A2).

**Research and Practice Integration:** LSCI Academic Team will ensure that the curriculum is informed by the latest research, scholarship, and professional/industry practice by reviewing the awarding partners' course and module descriptors before the commencement of each semester (OfS conditions of registration B1).

**Employability:** LSCI will ensure that its courses embed transferable skills, digital literacy, and professional attributes to enhance graduate outcomes. (OfS conditions of registration B1).

**Student Outcome:** LSCI will continuously endeavour to ensure best outcomes for its learners in terms of employability, further progression to higher education, and entrepreneurship (OfS conditions of registration B3).

### **3. Curriculum Design and Delivery**

**Constructive Alignment:** LSCI will ensure that learning outcomes, teaching activities, and assessments are constructively aligned (OfS conditions of registration B1).

**Flexible Delivery:** LSCI will ensure that its courses comprise a blend of lectures, seminars, laboratory/practical work, and digital learning environments to maximise flexibility and student success (OfS conditions of registration B1).

**Student Voice:** LSCI will ensure that its student representatives participate in all the committee decision process and contribute to enhancement of course delivery and assessment. It will facilitate unhindered student voice through student feedback surveys, complaint and appeal process (OfS conditions of registration B1).

### **4. Assessment and Feedback**

**Formative and Summative Assessment:** LSCI will use a balanced approach to measure achievement and support ongoing learning. Formative tasks will provide "feed-forward" to help students improve before their final submissions for summative assessments. Assessment & Verification policy for LSCI's diploma courses can be viewed at <https://lsci.org.uk/wp-content/uploads/2024/03/Assessment-and-Verification-Policy-2026.pdf> (OfS conditions of registration B4).

**Timely Feedback:** LSCI, through its teaching team will ensure that teachers' feedback on assessments is clear, constructive, and provided within a standardised institutional timeframe (typically 15 working days) (OfS conditions of registration B4).

**Academic Integrity:** LSCI upholds rigorous standards of academic integrity, proactively preventing contract cheating and plagiarism (OfS conditions of registration B4).

### **5. Academic Support and Guidance**

**Personal Tutoring:** All students at LSCI have access to a mandatory structured personal tutoring system to support their academic progress, personal development, and wellbeing (OfS conditions of registration B2).

**Individual Learning Plans (ILPs):** LSCI commits to providing reasonable adjustments and dedicated learning support for students with specific learning difficulties or disabilities from the beginning of each student's learning journey. For this an ILP will be prepared for each student in order to support him/her appropriately (OfS conditions of registration B2).

## 6. Staff Development and Enhancement

**Mentoring:** LSCI will provide a mentor, usually an existing experienced senior teacher to provide professional support to all newly recruited teacher (OfS conditions of registration B2).

**Lesson Observation:** Every teacher at LSCI will be observed while conducting live teaching session by a senior academic member staff in order to ensure quality in teaching and also to identify further development need (OfS conditions of registration B2).

**Peer Observation:** LSCI will implement a supportive, developmental peer-observation scheme to share best practices across departments. Programme Leaders will coordinate Peer Observation activities (OfS conditions of registration B2).

**Continuous Professional Development (CPD):** LSCI will support its academic staff in engaging with pedagogical research, enhancing its teaching qualifications such as attaining Fellowships with HEA and maintaining subject-specific expertise. It will encourage and support academic staff to participate in professional seminars, workshops, training events such as provided by the partner awarding organisations, QAA, OfS and other organisations. Mentoring, Lesson Observation, Peer Observation and Annual Staff Appraisal will help next cycle of CPD planning (OfS conditions of registration B2).

## 7. Monitoring and Review

**Programme Committee Meeting (PCM):** Teaching Team will hold PCM once every semester to review overall teaching learning, learning and assessment activities and identify needs for further development and enhancement. The decisions of PCM are discussed in the AQEC meetings and final decisions are made (OfS conditions of registration E2).

**Annual Monitoring:** LSCI Teaching team will conduct annual reviews of Teaching Learning and Assessment practices, utilising student surveys, external examiner reports, and performance metrics to identify areas for enhancement (OfS conditions of registration E2).

**Periodic Review:** LSCI will facilitate partner awarding organisations' periodic review of their sub-contracted courses and will implement its recommendations and adhere to their guidance in Teaching Learning and Assessment practices (OfS conditions of registration E2).

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