London School of Commerce & IT

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1. Assessment Information

Assessment Type	ACCREDITATION REVIEW
Assessor's Decision	STANDARD MET
Assessor's Name	GRAHAM PICKUP
Visit Date	24/07/2019 – 25/07/2019
Client ID	C19205
Assessment Reference	PN104402
Continuous Improvement Check Year 1 due by	22/07/2020
Continuous Improvement Check Year 2 due by	22/07/2021
Accreditation Review on-site visit to be conducted by	22/07/2022

2. Organisation – Introduction, Aims, Objectives & Outcomes

London School of Commerce and IT (hereafter referred to as LSCI or the College) is a training company, which aims to deliver training to enable its learners to progress in their careers through delivering Further Education and Higher Education qualifications. It is currently delivering the level 5 Diploma in Education and Training but is planning to expand its provision in September. It also provides Functional Skills in English and Maths.

The College is led by the Chief Executive Officer (CEO), who is supported by the Principal and the Dean. The Dean manages the Teachers and the CEO manages the administrative staff.

The Information, Advice and Guidance is initially provided by the administration staff, in particular the Student Welfare Officer, and the Dean and the Principal. The Teachers provide IAG to the learners as they go through their course, as will the Student Welfare Officer, Dean and Principal as required.

The College's vision is,

'LSCI's vision is to ensure students' positive career progression through education, qualification, employment and entrepreneurship.'

Its aim is,

'to provide further education to students for achieving desired qualifications, skills and entrepreneurial abilities towards employment.'

These are supported by its objectives, which include,

- enhance students' employability and entrepreneurial skills.
- increase motivation, self-esteem and life chances.
- increase participation from underrepresented groups and meeting the skills gap.

The College has key performance indicators it works towards for each qualification it delivers. These include; attendance, with an overall target of 85% it achieved 82% in 2017/18, and retention/completion with a target of 95% it achieved 90% in 2017/18. For the Functional Skills courses its target is 90% successful completion and in 2017/18 it achieved 93.8% in English and 95.4% in Maths. For ESOL it achieved 60% success against a target of 90% but it has stopped delivering this course now in favour of the Functional Skills. It is too soon to have measures for the Diploma in Education and Training, but it previously delivered a Level 2 in Business Administration, which achieved 97% success rate against a target of 90%.

Students' progress is monitored by the Teachers and reviewed at meetings with the Managers. This is done at 1 to 1 sessions held every 2 weeks using the Individual Learning Plan (ILP) agreed with the student at the start of the course. Extra support will be provided to a student who may not be progressing as expected. This can take the form of extra classes or 1 to 1 sessions.

Students learn about the College mainly through word of mouth, but they may also find it online. Students often research the College through its website for information or may call in to the offices. Anyone who enquires about courses the College does not deliver will be signposted to other Colleges and providers. The student is then invited in for an interview, when they are provided with the information about the courses the College provides, the careers the qualifications will help them with and the support the College with provide to them during their time with the College. The level of commitment required is stressed to the student to ensure they are right for the course and the course is right for them. The student may then choose to apply and will go through an interview with staff. The student is provided with more information about the course they have applied for and, again, the commitment required is covered. Staff cover the student's background and goals and will take the student through an assessment to identify their level in Maths and English. The successful students are then offered a place.

At the start of the course the students are taken through an induction process. This will cover the course in more detail, the policies of the College, what support they can expect and what is expected of them. Staff will also identify any barriers the students may have and arrange support for the student, for example if the student is Dyslexic, they will be provided with resources to help them.

Once they are on the course the Teacher will meet with the student on a regular basis to discuss their progress, with respect to their ILP. The student can discuss any issues they may have at any time with the Teacher, The Student Welfare Officer, the Principal or the Dean. The staff will also discuss their next steps with the student, making them aware of their options and what they will need to do to achieve their goals. Information about possible pathways is provided to the students in a booklet and students are shown websites with relevant information for them, for example University websites. Any student who decides that the course is not right for them will be supported in finding out about their options, for example one student left the College to go to University and was supported in finding out about the Universities that provided what she wanted.

Students are signposted to other services, for example the National Careers Service, and the College arranges sessions with the National Careers Service for the students. Students are also taken to jobs fairs to help them get more information about the types of jobs they could be interested in. Students on the Diploma in Education and Training have to have a placement, most find their own, but the College will help if required.

Comments received from learners include,

'I was told about the College by my friends, I called them and arranged an appointment'
'I had a 1 to 1 with the Student Welfare Officer, he gave me information on the course and explained my prospects'
'We discussed different jobs in relevant to what I want to do, which is teaching young children, in ESOL teaching, primary teaching and nursery teaching.'
'They told me about the support available to me from the College'
'We when through the intense commitment required to do the course, they made sure it was the right course for me'
'I have discussed my next steps with my Teacher and can talk to the staff at any time'

3. Strengths

Two strengths were identified during the assessment. These are detailed below. The numbers in brackets refer to the element and criteria of the **matrix** Standard.

- The College is very responsive to student and partner ideas and requests for development. It has taken feedback from students and responded very quickly to improve the facilities for the students. (1.7, 4.3)
- The College has a strong commitment to ensuring the course is right for the student and the student is right for the course. Students reported how this was stressed to them in their interview. (3.2)

4. Areas for Development

Areas for development 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 to practice seen elsewhere. There is no correlation between the number of strengths and areas for development. Where development areas are greater in number this is not intended to indicate that the information, advice and guidance service is in anyway lacking. The numbers in brackets refer to the element and criteria of the **matrix** Standard. 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.

Seven areas for development were identified during the assessment. These are detailed below. The numbers in brackets refer to the element and criteria of the **matrix** Standard.

- The College has a Quality Improvement Plan (QIP), which is reviewed by the management. It may wish to consider developing the use of the QIP to capture improvements identified in observations, EQA visits and feedback and review this at staff meetings on a regular basis. This will help to ensure all staff are aware of the quality issues to be addressed and give them the opportunity to share ideas on how to address them. (4.5)
- Feedback is collected and analysed by the Dean. The College may wish to consider sharing the feedback received at staff meetings, which may help to ensure all staff are aware of the issues raised in the feedback and give them the opportunity to share ideas about how to address them. (1.7)
- Some staff are working towards an IAG qualification. The College may wish to consider enabling all staff involved in the IAG Service to have access to some form of IAG training as appropriate to their role. This may include workshops or sessions in staff meetings to cover particular topics, and the College may want to ask partners if there is any way they can support in this. This may help to ensure all staff are aware of what is involved in good IAG and help them identify ways to develop it further. (2.4)
- The College holds staff appraisals but not all staff reported that they had them. The College may wish to consider ensuring that all staff have regular appraisals, giving them the opportunity to discuss their performance, training and any ideas they may have to develop their role. (4.6)
- The Teachers provide informal IAG during the course. The College may wish to consider developing a workshop/tutorial regarding employability skills as well as careers information, which can be delivered on all courses by all of the Teachers. This will help to ensure consistency and quality of the provision. (3.2)
- Teachers use their experience to signpost students to other organisations. The College may wish to consider developing a list of organisations for staff to use for refer/signposting students for any support the College cannot provide. (3.6)
- The College holds various staff meetings. It may wish to consider holding a meeting for all staff to attend together, this will help to ensure all staff are aware of any developments or changes and can input and share any ideas they may have. (1.2, 1.7)

The annual **matrix** Continuous Improvement Check will allow the organisation to demonstrate on an ongoing basis the developments they are continuing to make in order to support individuals http://matrixstandard.com/continuous-improvement-checks/ .

These may include the Areas for Development above.

Please note that annual Continuous Improvement Checks are mandatory and non-completion within the required timescale will impact on your organisation's accreditation, please see Section 1 for dates.

5. Methodology

The following methods were used to gather evidence against the **matrix** Standard during the assessment process.

Telephone conversations and emails with the Principal and the Dean in preparation for the visit including an understanding of the Service.

Site visit	59 - 66 Greenfield Road, London, E1 1EJ
Staff	6 staff interviews.
Clients	15 client interviews, in 3 groups of 5.
Partners	2 partner interviews.
Document review	including website, organisation plans, monitoring statistics and meeting minutes.

The CEO, the Principal and the Dean attended the feedback meeting at the end of the Review.

Conditions of Accreditation

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

- Maintain and continually improve upon their services.
- Throughout the period of accreditation satisfy Assessment Services Ltd that the organisation continues to meet the requirements of the **matrix** Standard via the annual continuous improvement checks and the three-year accreditation review.
- Complete annual continuous improvement checks in a timely way, it is expected these will be carried out annually by the accreditation anniversary date.
- Inform Assessment Services Ltd or their Assessor if the key contact name/contact details change.
- 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.
- Inform Assessment Services Ltd of any significant changes made to the organisational structure, senior management or systems that may impact on their accreditation; email: matrix@assessmentservices.com.
- Inform Assessment Services Ltd immediately if they wish to extend or reduce the scope of their accreditation.
- Inform Assessment Services Ltd of any serious complaint or rise in numbers of complaints received (within the scope of the accreditation).
- Not undertake or omit to undertake any activity that may be misleading and/or may cause Assessment Services Ltd and/or the **matrix** Standard to be brought into disrepute.
- Only use the **matrix** Standard Quality Mark for the areas within the scope of the accreditation and in accordance with the guidelines. For example, if a certain department is successfully **matrix** accredited, the Quality Mark can only be used on that department's letterhead or on that department's page on their internet homepage.
- Ensure in cases where accreditation is withdrawn or where they do not come forward for accreditation review, remove from display any certificates or plaques issued by Assessment Services Ltd and do not display the **matrix** Standard Quality Mark nor refer to being a former holder of the **matrix** Standard.
- Be aware that Assessment Services Ltd reserves the right to remove any accreditation and/or certification previously applied if payment is not received for services provided.

Whilst accredited the organisation will be signed up for IAGonline - a community website for all **matrix** holders. Once signed up, any employee of the organisation can join the community and access regular posts and join specialist interest groups for support and discussion.

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