London School of Commerce and IT

Compact Report V7
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The **matrix** Standard is delivered by The Growth Company
on behalf of the Department for Education.
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Assessment Information

Assessment Type	Accreditation Review
Assessor's Decision	Standard Met
Assessor's Name	Graham Pickup
Visit Date	29th – 30th June 2022
Client ID	C19205
Assessment Reference	PN201387
Continuous Improvement Check Year 1 due by	22/07/2023
Continuous Improvement Check Year 2 due by	22/07/2024
Accreditation Review onsite visit to be conducted by	22/07/2025

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Organisation – Introduction, Aims, Objectives and Outcomes

London School of Commerce and IT (hereafter referred to as LSCI or the College) which delivers higher and further education courses including Level 5 in Education and Training (DET), HND in Business, and through its partnership with the Buckinghamshire New University, degrees in Business Management and Health and Social Science, as well as a one year top up course in Business Management.

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

The College's vision is,

'LSCI's vision is to provide educational qualifications which ensures students' positive career progression through employment, higher education and entrepreneurship.'

Its aim is,

'to provide higher and further education to students in achieving their desired qualifications, skills and entrepreneurial abilities for a positive career progression.'

Its strategic goals include continuing to develop the courses it offers through working with other universities, and these are supported by several objectives, which includes,

- Contributing to enhancement of learning and achievement by providing quality assured information, advice and guidance to all our existing and potential students to increase participation, raise standards and level of attainments.

- Encouraging the aspirations of students to enable career goals through education and prospective employment.

- Creating opportunities for adult learning and development and thereby creating skills for employment.

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 by phone, or by calling in.

The student is initially provided with information about the courses they are interested in by the administration staff, who will answer any questions they can. A student will be signposted to other providers for courses the College does not provide. If the student decides to proceed, they will be invited in for an interview. During the interview the Principal will gather information about the student's background and eligibility, as well as their interests and goals. The student will go through an assessment for their English if it is not their first language. The Principal will use this information to identify if the course is right for the student, and 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.

On their first day the student goes through a College induction, when the Principal or the Dean will introduce the student to the College, go through the College policies, ensure they are clear about how the course will work and what commitment is required from them, including attendance levels. The student then attends an induction with their Teacher. In this induction the Teacher will provide more detailed information about the course, how it will work, what the student can expect, and what is expected from them. They are provided with the student handbook, College policies including the

IAG policy, and an explanation of the facilities and resources available to the student. They will also discuss the types of careers and jobs the student can consider following on from their course.

At the start of the course the Teacher develops an Individual Learner Plan, (ILP) with the student, which includes the student's goals and any additional support required. These are used in the Tutorials held by the Teacher with the student when they will discuss the students progress and any issues they are facing. If any additional support is required the Teacher will notify their manager to enable it to be put in place for the student, for example additional time if the student is falling behind. The College has developed a Mentoring support system, where a student has a member of staff, who does not teach them, they can go to for any additional support they feel they need and can discuss their career aims. The Teacher and the Mentor will both work with the students to help them build their confidence that they can achieve.

Teachers deliver sessions on employability skills, including CV writing and interview skills, as well as how assessment centres work. Teachers invite guest speakers to speak to the students about careers in their industry, and take students to careers events to gain information about possible different progression pathways they could consider. Staff will signpost students to other organisations for information or support that the College cannot provide, for example encouraging students to sign up to a professional body for their intended career path.

For students needing a placement, the College will support students with a placement with a partner organisation, also staff may signpost students to organisations in their area where they may be able to obtain a placement for themselves if they do not wish to use the partner.

The College uses several different measures to monitor performance against plans, including attendance levels, pass rates by qualification, and progression. The College aims for an attendance level of at least 80%, and has achieved that, and aims for a pass rate of 60%. In the last two years the overall pass rate was 62.8%, with the pass rate for HND in April 2021 being 70%, the pass rate for the DET course in April 2021 being 73.7%, and the pass rate for the Health and Social Science course being 81.8%.

For the Level 5 Diploma in Education and Training (DET) progression, 60% of the students go to employment or self-employment and 40% go on to Higher Education. For the HND in Business course, 100% of students completing HND in Business progress to Level 6 in Business (Top Up).

The College aims to help students develop their soft skills, as discussed above. Students reported that they had experienced development of their soft skills during their time with the College, to enable them to progress towards their goals. Comments received from students include,

"They have helped me a lot with my options."

"The interview was very rigorous."

"I had a meeting with my Mentor to discuss my areas of interest and what I could go on to do."

"They looked at my options with me, and really helped to motivate me."

"My Teacher really helped me with my confidence, that I could achieve what I want to do."

"They are really supportive; you don't have to wait long for a response to a request or query."

The College receives feedback from students, partner organisations and staff, it also monitors quality of provision as well as monitoring performance as discussed above. From these inputs it identifies areas for development. Examples of changes made include the following: development of students' facilities at the College, for example a new student portal and an E-library to make it easier for the students to use and improve communication between staff and students; and the development of the Mentoring system to improve the support provided to students.

Strengths

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

- The College has a strong ethos of open access to the managers for both staff and students. Students and staff reported that they could easily get access to the mangers of the College and felt very comfortable with approaching the managers with their queries or comments. They reported that they received quick responses and are very well supported by the managers. (1.2, 3.2)

- The College has developed mentoring support for students, with a teacher who does not teach the student providing additional support as required. Students reported that they felt the benefit of being able to go to a mentor to discuss any issues they may have, which helped them to resolve their issues and progress more effectively. (3.2)

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 into practices 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 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 has provided IAG training for some staff. The College may wish to consider enabling all staff involved in the IAG Service, including teaching staff, to have access to some form of IAG training as appropriate to their role. This may include courses, workshops, or sessions in staff meetings to cover topics appropriate to the role, 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 the way they provide IAG further. (2.3, 2.4)

- The College has an IAG policy, which students are made aware of at their induction. The College may wish to consider including IAG as an item in the induction checklist and include a summary of the IAG support available to students as part of their induction. This may help to ensure that all students are clear about the full range of support that is available to them. (3.1)

- The QIP includes pre-course IAG as an area for development. The College may wish to consider including on-course IAG as an area also. This may help to identify any areas for development in the IAG provided to students whilst they are on their course. (4.5)

- Staff have informal conversations with students about their progression following their current course. The College may wish to consider developing more formal 1 to 1 meetings between staff and students to discuss the students next steps and possible progression options, including career pathways. This may help to ensure the students are fully aware of all the options they could consider. (3.2, 3.4)

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. These may include the Areas for Development above. https://matrixstandard.com/assessment-journey/continuous-improvement-checks/

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 the section Assessment Information for dates.

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Methodology

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

Telephone conversations and emails with the Dean and the Principal

Site visit	Interviews were held by Zoom.
Staff	9 staff interviews.
Clients	12 client interviews.
Partners	3 partner interviews.

Document review including the website, planning documentation, performance monitoring documentation, the IAG Policy, feedback documentation, self-assessment documentation, and induction documentation, amongst others.

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

Conditions of Accreditation

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

1. Maintain and continually improve upon their services.

2. Throughout 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.

8. Inform The Growth Company of any serious complaint or rise in numbers of complaints received (within the scope of the accreditation).

9. Not undertake or omit to undertake any activity that may be misleading and/or may cause The Growth Company and/or the **matrix** Standard to be brought into disrepute.

10. 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.

11. 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 The Growth Company and do not display the **matrix** Standard Quality Mark nor refer to be a former holder of the **matrix** Standard.

12. Be aware that The Growth Company reserves the right to remove any accreditation and/or certification previously applied if payment is not received for services provided.