

QAA – Higher Education Review (HER) Action Plan
Finance & Business Training (FBT) - (to Include LSBF Vocational School)
2015 – 16

Preface

The detailed actions identified below are structured to reflect and uphold the differentiated judgement made against LSBF & FBT. This differentiated judgement was able to conclude that LSBF & FBT's undergraduate & postgraduate provision met expectations in respect of both the management of academic standards and the quality of learning opportunities. Hence, differentiated actions and emphasis can be found in the detailed actions below.

UK Quality Code Expectation B2 Recruitment, Selection and Admission							
	QAA – HER Recommendation	Action	Deadline	Staff	Commentary	Evidence 29.01.2016 Requested in response to 26th Feb	#
This recommendation does not apply to the LSBF Business School which was confirmed as meeting the expectations for the setting & maintenance of Academic Standards and Quality of student Learning Opportunities							
1	Develop, publish, and implement consistently an admissions policy which aligns fully with the Expectation of Quality Code Chapter B2 (Expectation B2)	Director of Admissions/ Heads of Schools/Programme Leaders & the Policy Audit Working Group design, develop and implement a revised organisational Admissions Strategy and differentiated Admissions Policies to reflect the nature and scope of LSBF/FBT awarding body provision. Admissions Policy Roll – Out Workshop	29/01/16	Admissions Director	<p>The requirement to... ‘develop, publish and implement consistently an admissions policy which fully aligns with the Expectations of Quality Code Chapter B2’, has been achieved through continuous consultation and development activities of the Admissions Directorate, Registry, Academic Heads and the Policy Working Group,(PWG), facilitated and supported with oversight from the Quality Directorate. Progress on development of the Admissions Policy has been subjected to the oversight of the Quality Committee, Academic Board and the Senior Management Team [30-d , 022 and 027a-027c; 026a -026u; 46a-e; 47a-b]</p> <p>The Policy Working Group (PWG), implemented in 2014, by the Quality Directorate and led by members of both LSBF/FBT's Internal Audit and Quality Assurance teams, is tasked with ensuring LSBF/FBT policies and procedures are subject to continuous review, evaluation and development over a three year cycle and is a key quality instrument that assures the organisation that policies and procedures are subject to continuous oversight. The group has been active in ensuring academic and service area policies supporting the in- scope higher education provision have been subject to scrutiny and consultation as part of the organisation's preparation's for the HER Review in March 2015. [30B]</p> <p>In addition, the Quality Directorate has supported the Admissions Team in completing a comprehensive mapping exercise of QC Expectation B2. [30A]</p> <p>An overarching Recruitment, Selection and Admissions statement (draft), outlining the governing principles universally applied to all organisational recruitment and admissions processes was produced by the PWG, through consultation and discussion with key academic and service area staff, along with a series of differentiated Admissions policies aligned to the requirements of LSBF/FBT's various awarding body partners.</p> <p>The differentiated Admissions Policies have undergone organisational consultation through The Action Plan Monitoring Group, however, the Recruitment documentation is currently in draft form awaiting final consultation and approval. Both policies will undergo scrutiny and approval by the Academic Planning & Development Group (APAD) on July 6th, 2016.</p> <p>[022, 027a-027-c, 032, 048, Differentiated Admissions policies, 47a-b; 46a-e]</p>	Organisational Admissions Strategy Statement LSBF Admissions Policy Edexcel LSBF Admissions Policy GGSB LSBF Admissions Policy Uninettuno LSBF Admissions Policy SQA LSBF Admissions Policy OCN Appendix A-Enrolment + Cohort Sign Off Process Pearson Appendix A- Enrolment + Cohort Sign of Process SQA Appendix B- Edexcel Registration Process Appendix B – Guide to SQA Connect 2014 Policy Working Group Minutes- 06-10-2015 Provided Admissions Workshop Agenda Admissions workshop minutes	1a 1b 1c 1d 1e 1f 1g 1h 1i 1j 1k 1-2-a 1-2-b

				An Admissions Staff Development Workshop was undertaken on 26 th January 2016 which updated on the Action Plan requirements, review of draft final version of the Admissions policies and strategy statement [1-2-a; 1-2-b]	Admissions Mapping 030-a Policy Audit List 030-b Policy Working Group Process Draft 030-c Policy Working Group ToRs 30-d Addendum Admission Policy for GGSB 031-a- Addendum Admissions Policy for Uninettuno Programmes 031-b- LSBF Recruitment and Admissions Statement 032 Appendix A Enrolment and Cohort Sign Off Process OCN 033-a- Appendix A – Enrolment and cohort Sign off Process Pearson 033-b- Appendix A Enrolment and Cohort Sign off Process SQA 033-c- Appendix B – Guide to SQA Connect 2014 033-d- Appendix B – OCN London Learner Registration 033-e- Appendix B – OCN London Access Unit Selection 033-f- Appendix B – Pearson registration Process 033-g- LSBF Admissions Addendum C Pearson 034-a- LSBF Admission Addendum D SQA 034-b- LSBF Admission Addendum E OCN 034-c- Attendance Policy 036-a-
	Regular Compliance monitoring		Admissions Director		<p>Unable to evidence at this stage due to the College's inability to recruit at present for programmes deemed in scope. Examples of old process below:</p> Compliance Absence Authorisation Form 035- a - Compliance Authorised Absence Letterhead 035-b-

						ACCA and CIMA Progression Guide – London	035-Ab-
						Disciplinary and Appeals Procedure	035-Ac-
						Student Notes Guide	035-Ad-
						LSBF STUDENT HANDBOOK 2015-2016	035-Ae-
UK Quality Code - Expectation B4 (i) Enabling Student Development and Achievement							
	QAA - HER Recommendations	Action	Deadline	Staff	Commentary	Evidence	#
This recommendation does not apply to the LSBF Business School which was confirmed as meeting the expectations for the setting & maintenance of Academic Standards and Quality of student Learning Opportunities							
2	Ensure that all students are registered with their awarding body or awarding organisation within the timescales required by those bodies and organisations (Expectation B4)	Introduce a process of Enrolment & Registration monitoring & oversight through the Registry function, to include the overall responsibility and accountability for Enrolment & Registration Operations and Compliance to reside with the Registrar	29/01/16	Registrar	The communication of 14/01/2016 (evidence file 021) from the Vice Rector to Pearson outlines the development process undertaken to provide clarity in dealing with issues around the legacy problems of previous systems of enrolment within the organisation and the management of multisite delivery and registration processes. An audit of the multisite delivery and registration processes previously employed at LSBF has revealed the legacy anomaly of a number of outstanding learners. LSBF has identified and passed on to Pearson the details of the outstanding learners but have yet to receive any formal response from Pearson.	Registry Review of Procedures in Place for Enrolment Provided	2-a
						Registry Report on Active and Inactive Students	2-b
						Appendix A-Enrolment + Cohort Sign Off Process Pearson	1-g-
						Appendix A- Enrolment + Cohort Sign of Process SQA	1-h-
						Appendix A-Enrolment + Cohort Sign Off Process Pearson	1-g-
						Appendix A- Enrolment + Cohort Sign of Process SQA 2-c-Registrar report on Enrolment and Registration within 30 days of conclusion of admissions on each programme	1-h-
						019 – Pearson Letter regarding registrations 10.12.2015	
						020-a-f Email correspondence with Edexcel RE: registering students	
						021-a – LSBF letter to Pearson January 2016	
						021-b-Student registration Excel	

UK Quality Code - Expectation B4 (ii)
Enabling Student Development and Achievement

	QAA - HER Recommendations	Action	Deadline	Staff	Commentary	Evidence	#
This recommendation does not apply to the LSBF Business School which was confirmed as meeting the expectations for the setting & maintenance of Academic Standards and Quality of student Learning Opportunities							
3	Ensure the accurate reporting of enrolled students' status, and changes of status, within the organisation and to external stakeholders (Expectation B4)	Registrar to produce monthly reports, commencing February 2016, on Vocational, Undergraduate and Postgraduate Status, to include data on Active, Non-Active & Withdrawn student status to SMT.	20/02/16 (SMT)	Registrar	The registrar produces monthly registration reports detailing enrolled student status and changes of status for consideration by the Senior Management Team (SMT). [2-b; 023; 2-a]	Registry report on Active and Inactive Students	2-b
						Registry Report to Quality Committee and SMT	023
						All Registry reports to SMT	023; 2-a; 2-b
						Vocational School Assessment Board Minutes	038-a-038-ai
UK Quality Code - Expectation B5 Higher Education providers take deliberate steps to engage all students, individually and collectively, as partners in the assurance and enhancement of their educational experience							
	QAA - HER Recommendations	Action	Deadline	Staff	Commentary	Evidence	#
This recommendation does not apply to the LSBF Business School which was confirmed as meeting the expectations for the setting & maintenance of Academic Standards and Quality of student Learning Opportunities							
4	Include students who represent all delivery sites as members of organisational – level academic committees (Expectation B5)	Student Engagement Manager to produce Student Representative Framework documentation, Process Map and Terms of Reference for engagement of students, identifying the key functions within: <ul style="list-style-type: none"> Organisational-Level Representatives – Voc/UG/PG Programme Representatives Class Representatives 	20/02/16	Student Engagement Manager & SMT	The Student Engagement Manager confirms that the required actionable documentation has been produced [4-a, b, c]	Student Representation Framework	4-a
						Student Voice Policy	4-b
						Student Representative Attendance Template	4-c
						Approved Student Voice Policy	037
		Student Engagement Manager with support from Quality Manager/Audit Manager to design, develop and implement initial training programme for student representative engagement with the organisational-level committee structure.	20/02/16	Student Engagement Manager	A Student Representative Training programme has been developed but has proved difficult and challenging to deliver. Due to the formal 'teach out process, the quoracy of Lead Student Representatives in the Vocational School has now reduced to a single representative. This is clearly impacting on the ability to ensure full student engagement with the formal committee process. The Student Engagement Manager confirms that a new strategy to engage class level representatives is being considered; the outcomes of which will be discussed at the next Action Plan Monitoring meeting on 11/05/16. [4-e]	Student Engagement Class Representative Training	4-e
						Class Rep Networking Event meeting Minutes	039-a-
SC Forum Meeting minutes	039-b-						

				<p>Procedures for Student Representative training for engagement with the committee structure, organised by the Student Engagement Manager has proved challenging to complete due to lack of student uptake. This is due, in part, to perceptions relating to the formal 'teach out' process and Tier 4 license revocation, which has had an adverse impact on our ability to deliver events for all student representatives. The engagement team, however, is currently working with class reps on an individual basis to meet them at dates/ locations which are of convenience to them and to be as flexible as possible in order to increase their/our engagement. The engagement team believes that his new approach should be successful in encouraging a greater input in to formal committee engagement by the reps.</p> <p>We believe that good engagement is also about finding the best and most suitable form of communication possible for each individual. Some students prefer emails, others prefer phone calls, but what's important is that we use whatever means we possibly can to engage to the best of our ability. Once we have been able to see all of our Class Reps, this should have a big impact on our student attendance.</p> <p>LCCA Student Council Forums, provide students with the opportunity to raise and discuss any issues or concerns.</p>	<p>SC Forum Meeting minutes 039-c-</p> <p>SC Class Rep forum agenda 039-d</p> <p>Class Rep Meetings and Training Invites 045-a-l</p>
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UK Quality Code - Expectation B6(i)
Assessment of Students & the Recognition of Prior Learning

QAA - HER Recommendations	Action	Deadline	Staff	Commentary	Evidence	#
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This recommendation does not apply to the LSBF Business School which was confirmed as meeting the expectations for the setting & maintenance of Academic Standards and Quality of student Learning Opportunities

5	Ensure that assessment feedback to students is consistently timely, constructive and developmental (B6)	Heds of Schools/Registrar to confirm a formal End of Module Assessment Schedule, for the academic year 2015/16,.to cover all Higher Education provision (Voc/UG/PG), giving formal oversight to the management & monitoring of the Pre – Board and Assessment Board Cycle.	20/22/16	Heds of Schools and Registrar	Heds of Schools have worked closely with the Registrar to develop and implement a formal End of Module Assessment schedule [5a,b,c,d, e]	End of Module Assessment Schedule	5-a
						List of dates for teaching on the last module within the programme	5-b
						Pre Board and Assessment Board Schedules	5-c
						Quality Committee Schedule 2015/16	5-d
						Learning Teaching & Assessment Strategy (Vocational Programmes)	5-e
		Programme Leaders to report to Heds of School on the effective operation of the Programme Assessment Cycle to include confirmation of timely developmental feedback to students	March 2016	Programme Leaders	The organisation, including LCCA, implements both formative and summative feedback. Formative feedback takes place, normally, on the 5 th week of a proposed term, designed to track student progress against target, enhancing student learning and performance and intervening in reasonable time when progress does not meet the profile. Constructive summative feedback, provided per learning outcomes, reflects the marking criteria outlined by the awarding body. As a result of improvement strategies, supported by both internal and external staff development activities, this improved feedback is now facilitating increased student confidence and enthusiasm, enhancing their learning experience, confirming the provision of appropriate guidance in support of further improvements is an essential part of the effective learning process. Pearson Subject Verifier Reports for higher national provision in Business and the Arts, for the period January 2016 to date, confirm significant improvement in the content, timeliness and developmental nature of assessment feedback to students, along with positive comments on the management of academic standards and teaching delivery. [41-a; 41-b]		
					LCCA ensures that it follows its programme delivery plan and academic calendar and works closely with the exams and assessment officer to ensure that all assessment feedback is now sent to students in a timely manner. This is also communicated to students upon induction and introduction of modules. The process of feedback delivery to students takes place 4 weeks after the term end date to allow the internal processes to be followed thus ensuring consistency of marking and feedback, standardisation of assessment decision, Internal Verification, Pre-Board and Assessment Board to take place. Feedback is released to students via email, on formal release of grades by the		

					<p>Chair of the Board to the Exams & Assessment Office. Printed copies are available for collection from the Exam and Assessment officer. Students who have achieved lower grades and performance not up-to standard are invited for Academic Review to discuss feedback on assessment and areas for improvements. An individual Learning plan will be devised for the students to guide them through.</p> <p>The organisation confirms that improvements to the quality and content of feedback provided to students has been greatly enhanced, in part to the contribution made by improvements to the Internal Verification system in place, acknowledged by Pearson Subject Verifiers. (see below No 6)</p>												
		Design and develop a CPD schedule, based around the 'Reflective Practitioner' Framework for the continuous quality improvement of staff development training, with a focus upon the key areas of Assessment, Internal Verification and Moderation. The schedule will be designed to deliver a series of workshops from February 2016 to November 2016 in line with the action plan monitoring schedule confirmed by QAA and BIS.	20/02/16	Director of Quality External Consultants Rector	<p>In response to the recommendation that ... '<i>assessment feedback to students is consistently timely, constructive and developmental</i>', the Quality Directorate designed, developed and implemented a programme of staff development activities aligned with key aspects of LSBF/FBT's CPD programme 'The Reflective Practitioner'. [5-3, 6c; 42-a-e]</p> <p>An inaugural LSBF/FBT Annual Quality Enhancement Conference - 23rd July 2015, held at Sheraton House London, brought together staff and students from across the academic and support area provision in London, Manchester & Birmingham. The conference, the first in a proposed annual cycle of quality improvement and enhancement events to drive forward internal practices aligned to the LSBF/FBT Teaching, Learning & Assessment Strategy, and in the current situation, focusing upon the key areas of the action plan recommendations, primarily with Student Assessment & Enhancement. The conference was supported by external colleagues acting as 'critical friends and workshop & presentation deliverers. [5-2]</p> <p>Following on from the LSBF inaugural Annual Quality Enhancement Conference, a series of staff development training workshops has been implemented, aligned with the 'Reflective Practitioner Framework, focusing, in the main, on assessment, verification and moderation practices. Workshops took place on:</p> <table border="1"> <tr> <td>July 22nd 2015</td> <td>Inaugural Quality Enhancement Conference focusing on Assessment and Governance</td> </tr> <tr> <td>December 10th 2015</td> <td>Assessment Feedback and Intended Learning Outcomes</td> </tr> <tr> <td>February 18th 2016</td> <td>Assessment Feedback /IV & Moderation</td> </tr> </table> <p>In addition, academic schools have undertaken school and programme focused development activities for example:</p> <table border="1"> <tr> <td>2nd December 2014</td> <td>Assessment, IV & Verification (Manchester Campus)</td> </tr> <tr> <td>2nd March 2015</td> <td>Assessment, IV & Verification (London Campus)</td> </tr> </table> <p>[42-f]</p>	July 22 nd 2015	Inaugural Quality Enhancement Conference focusing on Assessment and Governance	December 10 th 2015	Assessment Feedback and Intended Learning Outcomes	February 18 th 2016	Assessment Feedback /IV & Moderation	2 nd December 2014	Assessment, IV & Verification (Manchester Campus)	2 nd March 2015	Assessment, IV & Verification (London Campus)	Annual Quality Enhancement Programme December	5-1
July 22 nd 2015	Inaugural Quality Enhancement Conference focusing on Assessment and Governance																
December 10 th 2015	Assessment Feedback and Intended Learning Outcomes																
February 18 th 2016	Assessment Feedback /IV & Moderation																
2 nd December 2014	Assessment, IV & Verification (Manchester Campus)																
2 nd March 2015	Assessment, IV & Verification (London Campus)																
						Inaugural Annual Quality Enhancement Programme July	5-2										
						Reflective Practitioner Programme	5-3										
						Quality Director's Feedback on the Quality Conference July 2015	5-3-a										
UK Quality Code - Expectation B6 (ii) Assessment of Students & the Recognition of Prior Learning																	
	QAA - HER Recommendations	Action	Deadline	Staff	Commentary	Evidence											
This recommendation does not apply to the LSBF Business School which was confirmed as meeting the expectations for the setting & maintenance of Academic Standards and Quality of student Learning Opportunities																	
6	Ensure that the processes for internal verification of assessment tasks, and internal	Heads of Schools to confirm a formal End of Module Assessment Schedule, for the academic year 2015/16, to cover all Higher Education provision (Voc/UG/PG), giving formal	20/02/16	Heads of Schools	<p>Heads of Schools have worked closely with the Registrar to develop and implement a formal End of Module Assessment schedule [5a,b,c,d, e]</p> <p>Across LSBF & FBT, before an assignment brief is submitted to student, it is internally verified by the programme leader to ensure all the elements and tasks are fit for purpose; marking guides and grading criteria are clearly stated and communicated. Before the internal verification process of</p>	End of Module Schedule	5-a										

verification/moderation of marking, are implemented consistently and effectively (Expectation B6)	oversight to the management & monitoring of the Pre – Board and Assessment Board Cycle.			<p>marked worked takes place, standardisation of assessment is agreed as some units are delivered and assessed by more than 1 person.</p> <p>For the HND Programmes, 20% of assessments submitted are internally verified to ensure the student works are marked with integrity and is consistent to the requirements of the learning outcomes and task allocation of the assignments briefs and confirm that feedback is clear, developmental and effective. Any discrepancies identified by the internal verifier are immediately acted upon in order not to penalise the students. A standard template, provided by the awarding body is used across all programmes.</p> <p>Programme Leaders chair bi-weekly team meeting to ensure standardisation of procedures and any areas of concerns are discussed at the Teaching, Learning and Assessment Committees. All HND assessors are involved in the internal verification process which ensures the promotion of a rigorous and effective commitment to the quality improvement and enhancement process.</p> <p>The effectiveness of this improved and robust Internal Verification process has been acknowledged by a number of Pearson Subject Verifiers in recent external reports. [41-a; 41-b]</p>		
	Programme Leaders to report to Heads of School on the timely and effective operation of the Internal Verification & Moderation process	20/02/16	Programme Leaders	See above	Quarterly School Reports (due in March for presentation to the April Quality Committee)	-
					Vocational School – School Report	040-a
					LCCA School Report April 2016	040-b
					LCCA School Report November 2015	0470-c
					Business School Report April 2016	040-d
					HND Business Report Part A, February 9 th , 2016	041-a
					HND Business Report Part B, February 9 th , 2016	041-b
	Programme Leader reports to Heads of Schools	-				
	The Quality Directorate, to design and develop a CPD schedule for the continuous quality improvement of staff development training focused upon the key areas of Assessment, Internal Verification and Moderation. The schedule will be designed to deliver a series of workshops from February 2016 to November 2016 in line with the monitoring schedule confirmed by QAA and BIS. (as above)	July 2015	Quality Director	See above	December 10 th Quality Conference	5-1
Dec 2015		Quality Director	Staff Developmental Workshop (Assessment) Nov 2015		6-a 6-b	
			Continuing Professional Development Programme Schedule 2016		6-c	
			Internal News – The Friday Round up		6-d	

UK Quality Code - Expectation B7 (i) Higher Education providers make scrupulous use of external examiners							
	QAA – HER Recommendations	Action	Deadline	Staff	Commentary	Evidence	
This recommendation does not apply to the LSBF Business School which was confirmed as meeting the expectations for the setting & maintenance of Academic Standards and Quality of student Learning Opportunities							
7	Ensure that external examiners' and standards verifiers' annual reports are made available, in full, to students (Expectation B7)	Quality Directorate Office, to receive reports and circulate to Heads of Schools. Heads of Schools to make available to students in the Library (on all sites), within 14 days of receipt.	20/02/16	Quality Manager/Heads of Schools	The organisation confirms that Standards Verifier Reports are made available to students in the Libraries across all sites and on 'My Page'	Sample - My Page - notification Library catalogue	
UK Quality Code - Expectation B7 (ii) Higher Education providers make scrupulous use of external examiners							
	QAA – HER Recommendations	Action	Deadline	Staff	Commentary	Evidence	
This recommendation does not apply to the LSBF Business School which was confirmed as meeting the expectations for the setting & maintenance of Academic Standards and Quality of student Learning Opportunities							
8	Ensure that the names and affiliations of external examiners and standards verifiers are given to students in module and programme information (Expectation B7)	External Examiners/Subject Verifiers details to be collected from awarding bodies by the Quality Directorate and shared with Heads of Schools. Heads of Schools to make information available to students.	20/02/16	Quality Manager	As a result of no new admissions to HND programmes, this information is currently not available in programme documentation, but the organisation confirms that Standards Verifier details are made available to students in the Libraries across all sites and on 'My Page'	Sample - My Page - notification Library catalogue	

UK Quality Code - Expectation B8 Higher education providers, in discharging their responsibilities for setting and maintaining academic standards and assuring and enhancing the quality of learning opportunities, operate effective, regular and systematic processes for monitoring and for review of programmes												
QAA – HER Recommendations	Action	Deadline	Staff	Commentary	Evidence							
This recommendation does not apply to the LSBF Business School which was confirmed as meeting the expectations for the setting & maintenance of Academic Standards and Quality of student Learning Opportunities												
9 Ensure that internal quality assurance systems enable Academic Board and senior managers to discharge consistently their responsibilities for academic oversight across all higher education provision (Expectation B8)	To revise reporting details and requirements in order to ensure the quality of information received by Academic Board and its constituent committees is appropriate and relevant to consistently discharge their responsibilities for the academic oversight across all higher education provision.	March 2016	Director Quality	<p>In response to this recommendation, the organisation has focused upon improving the quality of information and documentation received by Academic Board, with a particular focus on the content and quality of academic school reporting to Quality Committee. Heads of Schools are required to submit a school report, on a prescribed template, evaluating the academic performance of programmes.</p> <p>Internal review and evaluation has identified that key areas relating to the management of academic standards and quality assurance and responses to external examiner/subject verifier reports require improvements in order for Academic Board to assure the organisation that academic performance is delivered and managed effectively.</p> <p>A series of staff development activities, utilising a 'Committee Effective Development Programme' framework is currently being delivered</p> <table border="1"> <tr> <td>6th April 2016</td> <td>Committee Effective Development Programme – Review of current practice</td> </tr> <tr> <td>21st April 2016</td> <td>Committee Effective Development Programme – Self Evaluation, Reporting and Responses to External Examiner Reports</td> </tr> <tr> <td>11th May 2016</td> <td>Committee Effectiveness Review Programme – Practical session to produce, through group work activities, a composite School Report</td> </tr> </table> <p>[42-c]</p> <p>In addition, the Vice Rector and Director of Quality & Standards have implemented a process for the scrutiny of draft minutes prior to circulation to ensure standardisation. [QC minutes 21/0416 – AB minutes 26/04/16]</p>	6 th April 2016	Committee Effective Development Programme – Review of current practice	21 st April 2016	Committee Effective Development Programme – Self Evaluation, Reporting and Responses to External Examiner Reports	11 th May 2016	Committee Effectiveness Review Programme – Practical session to produce, through group work activities, a composite School Report	Academic Board minutes 18.01.2016. The agenda is currently awaiting retrieval from the internal Information Systems and can be shared once those systems are fully accessible.	9-a
	6 th April 2016	Committee Effective Development Programme – Review of current practice										
	21 st April 2016	Committee Effective Development Programme – Self Evaluation, Reporting and Responses to External Examiner Reports										
	11 th May 2016	Committee Effectiveness Review Programme – Practical session to produce, through group work activities, a composite School Report										
	Committee Effectiveness Development programme for Programme Leaders and Committee Chairs, focusing upon;	March 2016	Director Quality	See above	Committee Effectiveness Development programme (available in March)	-						
	<ul style="list-style-type: none"> Committee Reporting Oversight Functions 				APAD Minutes	025-a; 025-b						
					SMT	026a - 026u, 14-b-						
					Policy Working Group –	022, 027a- 027-c						
					LTAC	028-a- 028-e						
					Complaints Committee	029a- 029h						

						HER Action Plan Staff Development Workshop 21.04.2016	042-a
						HER Action Plan Staff Development Workshop 21.04.2016	042-b
UK Quality Code - Expectation B9 Academic Appeals and Student Complaints							
	QAA – HER Recommendations	Actions	Deadline	Staff	Commentary	Evidence	
This recommendation does not apply to the LSBF Business School which was confirmed as meeting the expectations for the setting & maintenance of Academic Standards and Quality of student Learning Opportunities							
10	Ensure that complaints are investigated according to its procedures and in a manner that is timely and fair (B9)	Director of Student Engagement to manage and monitor the Complaints Policy and Procedure through a new Online Complaints Management Portal. This process will be reviewed and monitored by the Complaints Committee on a fortnightly basis, with the production of a Complaints Monitoring Report to the Senior Management Team (SMT).	01/03/16	Student Engagement Manager	<p>All official complaints received through our current system, are investigated thoroughly in line with procedures and policies to the due deadline. Complaints are dealt with and resolved within the policy terms, however, some complex complaint cases, may take longer to resolve. Students are kept aware of the progress throughout the process, while we conduct our investigations.</p> <p>On the occasions where a complaint has been escalated to stage 3 of our procedures, a Complaints Committee to discuss the complaint in full, investigates and correlates all evidence, which is presented to the student. On conclusion of this procedure, a formal letter explaining the outcome and how the decision was made is sent to the student.</p> <p>In some cases, complaints are forwarded direct to SMT. Monthly reports have been produced for SMT, however, this procedure now complies to the fortnightly reporting requirement [043]</p> <p>We have developed a robust new on-line Complaints System, which in time will replace our current process. Due to the difficult transition period and the 'teach out' process, we have been unable to launch this new system, as other priorities have had to have preference. We aim to test the functionality and usability of our new system and alleviate any unknown issues, during the first two weeks of May 2016. We hope to go live with the new system from Monday 16th May. All students will be directed to the new system [10-a]</p>	<p>Student Complaints Management System</p> <p>Student Complaints Committee Process</p> <p>Complaints Committee ToRs</p> <p>LSBF Admissions Complaints Procedure</p> <p>LSBF Complaints Procedures for Students</p> <p>Fortnightly Complaints Report to SMT</p> <p>Senior Management Team Meeting Schedule</p>	<p>10-a</p> <p>10-b</p> <p>10-c</p> <p>10-d</p> <p>10-e</p> <p>043</p> <p>10-f</p>

**UK Quality Code - Expectation B9
Academic Appeals and Student Complaints**

UK Quality Code - Expectation B9 Academic Appeals and Student Complaints							
	QAA – HER Recommendations	Actions	Deadline	Staff	Commentary	Evidence	
This recommendation does not apply to the LSBF Business School which was confirmed as meeting the expectations for the setting & maintenance of Academic Standards and Quality of student Learning Opportunities							
11	Develop, publish, and consistently implement an academic appeals policy and procedures for students on Higher National programmes (Expectation B9)	Heads of Schools/nominated Programme Leaders to liaise with Policy Audit Working Group to review the appropriateness and fitness for purpose of the existing Appeals Policy.	20/02/16	Quality Officer/Audit & Projects Manager	<p>The Policy Working Group (PWG) has, with consultation with appropriate academic and service area staff, produced a new academic appeals policy relevant to the higher national provision.</p> <p>The policy is led by a generic appeals statement alongside a series of differentiated policies in recognition of Pearson, SQA & OCN. The documents are currently in draft form and have undergone consultation at the Action Plan Monitoring Group meetings and now await consideration and approval by the Academic Planning & Development Group (APAD) on 06/05/2016 and Academic Board 13/05/2016. [11 a, b, c]</p>	<p>Draft Academic Appeals Statement</p> <p>SQA Appeals Policy</p> <p>Edexcel Academic Appeals Procedure</p> <p>Academic Board minutes</p>	<p>11-a</p> <p>11-b</p> <p>11-c</p> <p>9-a</p>
UK Quality Code - Expectation B10 Managing Higher Education Provision with Others							
	QAA – HER Recommendations	Action	Deadline	Staff	Commentary	Evidence	
This recommendation does not apply to the LSBF Business School which was confirmed as meeting the expectations for the setting & maintenance of Academic Standards and Quality of student Learning Opportunities							
12	Develop, publish and implement a policy and procedures for the management of work-based learning arrangements (Expectation B10)	Careers & Employability Manager to develop, publish and implement a Work-Based Learning Policy, in conjunction with the Policy Audit Working Group, for consideration by Quality Committee and approval and sign off by Academic Board	20/01/2016	Audit & Projects Manager	<p>The Policy Working Group (PWG) and the Careers and Employability Team has, with consultation with appropriate academic and service area staff, produced a new Work Based Learning policy relevant to the higher national provision. [12-a]</p> <p>The documentation is currently in draft form and has undergone consultation at the Action Plan Monitoring Group meetings and now awaits consideration and approval by the Academic Planning & Development Group (APAD) on 06/05/2016 and Academic Board 13/05/2016.</p>	Work-based Learning Policy	12-a
UK Quality Code - Expectation C UK higher education providers produce information for their intended audiences about the higher education they offer that is fit for purpose, accessible and trustworthy							
	QAA - HER Recommendations	Action	Deadline	Staff	Commentary	Evidence	
13	Ensure that all published information about policies, programmes and academic partnerships is fit for purpose, accessible and trustworthy (Expectation C)	<p>Public Information Policy Manager to revise the Public Information Policy (PIP) processes, supported by Heads of Schools, to include prescriptions on the disclosure and content of:</p> <ul style="list-style-type: none"> Academic School and Programme level information, Partnership and awarding body information. 	29/01/16	Head of Brand & Marketing	<p>The revised Public Information Policy (PIP), documentation that recently underwent evaluation has been distributed to key stake holders for updates to academic and service area policy and procedures contributions. The document has been reviewed and proposed changes have been made to evolve the internal PIP. [13-a]</p> <p>This policy adopted by the Marketing teams governs all materials for both online and offline channels, from both a design and content viewpoint (current content updates) and new content for programmes, course structures, news and information relating to each of the group's brands. Any new marketing communications materials (including but not exclusive to; websites, landing pages, e-shots, brochures, factsheets, banners, pop-up stands, exhibition stands, outdoor media and promotional merchandise) that are created. Any changes to marketing communications across all channels and the creation of new marketing communications are all logged in a central spreadsheet</p>	<p>Public Information Policy (To be presented to APAD February 10th, 2016 for formal approval)</p> <p>Email Evidence – QAA/FBT Website Updated</p>	<p>13-a</p> <p>018</p>

					<p>by the relevant teams with a unique job number, job description, sign-off from the relevant academic person (where applicable) and where necessary partners when the brand is using their logo or corporate identity.</p> <p>Each and every brand item is then signed off by the HOB&M (with the exception of LCCA where they have delegated responsibility to sign-off, in line with the overall PIP).</p> <p>The process, however, also relies upon information from Academics, School Heads and other areas of the business to inform changes/amendments or out of date information through the formalised briefing process, as previously stated. The policy currently undergoes an annual evaluation process by the Head of Brand and Marketing, in order for the organisation to assure itself of the accuracy and completeness of the PIP. A follow up evaluation in July will provide final confirmation of the PIP and related documentation, with an update report submitted for consideration and approval by the Academic Planning and Development Committee (APAD) on Wednesday 6th July. APAD will formally submit an overview report of the PIP for consideration and approval by Academic Board on 13/05/16</p> <p>The Annual Quality Enhancement Conference on Thursday 7th July 2016 will include a 'roll out' of the revised PIP with confirmation of appropriate staff development training prior to formal release and implementation.</p>		
<p>UK Quality Code - Expectation Enhancement <i>Deliberate steps are being taken at provider level to improve the quality of students' learning opportunities</i></p>							
	QAA – HER Recommendations	Action	Deadline	Staff	Commentary	Evidence	
14	Develop and implement a strategy for the enhancement of student learning opportunities in order to ensure that it is deliberate and systematic; and embed this strategy at all levels of the College (Enhancement)	The development and approval of an organisational driven strategy for enhancement, which can then be disseminated to all staff and students and structured to pervade delivery and reflection upon learning activities and learning outcomes	Dec 2015	Vice Rector	<p>A Strategic Enhancement Plan, promoting the enhancement of teaching & learning through employability, captures the organisation's commitment to improving the student learning experience and is driven by the aim of providing opportunities for individual development to support employment. [14-a]</p> <p>Central to this commitment is the process of identifying and reflecting upon learning experiences and national expectations in the area of curriculum delivery, employability and employer awareness. The plan is constituted of five 'expectations' which address programme design and delivery, externality in the curriculum, career management & self-evaluation, alumni development and understanding the global dimension.</p> <p>The plan has undergone dual consultation in the organisation, through academic development activities and the Senior Management Team (SMT) chaired by the Rector. The plan has undergone formal consideration at the Quality Committee and approval by Academic Board.</p>	Strategic Enhancement Plan	14-a
						SMT Minutes	14-b
						Enhancement Workshop Feb 18th LSBF Assessment Workshop A Alignment	044-a
						Enhancement Workshop Feb 18th Assessment Workshop B Verification	044-b
						Enhancement Workshop Attendees	044-c
		To ensure that the Strategic Enhancement Plan is embedded in the organisation's behaviours and development, particularly the Teaching & Learning activities	20/02/16	Senior Management Team	The Learning, Teaching & Assessment Committee (LTAC), has been tasked with the operational and implementation activities of the expectations against the prescribed indicators in each expectation. LTAC has recently appointed a new Chair, who has recently undergone briefing by the Vice Rector and Director of Quality & Standards, confirming that LTAC will implement a meeting schedule for early development activities to be explored for discussion and 'roll out' at the Annual Quality Enhancement Conference on Thursday July 7 th 2016 and considered by the Quality Committee and Academic Board on 13 th July 2016	Board of Governance minutes available July 2016	-
						Summary of LSBF Strategic Positioning	024