



LONDON SCHOOL OF COMMERCE

QUALITY ASSURANCE AGENCY: HIGHER EDUCATION REVIEW – OCTOBER 2016

ACTION PLAN - March 2017

Introduction

London School of Commerce (LSC) was subject to a Higher Education Review during 2016. The School produced a Self Evaluation Document and submitted a range of evidence. The QAA Review Team visited the School in October 2016 and published its report in February 2017. The report confirms that:

- The maintenance of the academic standards of the awards offered on behalf of degree-awarding bodies **meets UK expectations**
- the quality of student learning opportunities **meets UK expectations**
- the quality of the provider’s information about learning opportunities **meets UK expectations**
- the enhancement of student learning opportunities **meets UK expectations**

A copy of the full report is available at: <http://www.qaa.ac.uk/reviews-and-reports/provider?UKPRN=10008653#.WNGmooXXKUK>

The attached **Action Plan** has been developed to respond to the six recommendations included in the report and provides a commentary on how the good practice, identified in the report, will continue to be enhanced.

Students and staff have contributed to the Action Plan through formal discussions at meetings of the Student Staff Liaison Committee, Programme Committees and the Academic Board. They have also commented on the Action Plan through informal discussions and via email. The LSC Council has approved the Action Plan and confirmed that the actions proposed will address the recommendations made in the QAA Report, and contribute to the continuing enhancement of learning opportunities at LSC.

The Action Plan will be a standing item for meetings of the Academic Board and Council and will be updated on a regular basis following evaluation of action taken and commentary from students and other stakeholders.



Signed.....

Timothy Andradi, Head of Institution; 22 March 2017
London School of Commerce (a division of St Piran’s School (GB) Ltd

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Recommendation	Quality Code Reference	Actions to be taken/KPI	By Whom	By when	Monitored by	Action Initially Completed	Enhancement Review At:-	Enhancement and Alternative Provider Contexts and continuing Actions
Develop a more formalized approach to student engagement that enables students to be partners in the assurance and enhancement of their educational experience	B5 and B1	Extend student representation on the School's deliberative committees to include Council and programme development and review. <i>KPI – student representation on Council and in the programme development and review process</i>	Quality Advisor/ Marketing/ Director of Operations	March 2017	Head of Quality/ LSC Council/ Programme Committees/ University Link Tutors	Extended Student Representation on Council and programme development and review committees agreed at Academic Board, March 2017.	Annual Review Periods. In :- Annual Review Reports (To University partners and within future QAA/post UK HE/R Act Requirements)	Enhance the existing system of student membership of Academic Board, Programme Management, and Student Staff Liaison Committees to include representation on the LSC Council and programme development committees. Extended Student Representation was approved at LSC Academic Board, March 2017. Utilise more formally student alumni opinion from taught programme level experience as input into the development of learning and teaching strategy discussion in all levels of committee governance at LSC.
		Introduce a formal system of student representative training in conjunction with University partners <i>KPI – students able to effectively participate in the assurance and enhancement of learning opportunities; effective communication between reps, students and LSC management</i>	Quality Advisor/ Marketing	March 2017	Head of Quality/ LSC Council/ Programme Committees	The formal system of representative training in conjunction with university partners was introduced in spring 2017.	Annual Review Periods. In :- Annual Review Reports (To University partners and within future QAA/post UK HE/R Act Requirements)	The revised LSC student representation policy, and the enhancement of student representative training commenced in spring 2017 with LSC Student Representatives participating in University training events for student representatives at university home campus. This will continue with training provided at either the university home campus or LSC London campus by university staff and/or university student union members.
Extend the oversight and monitoring of the School's complaints systems for current and prospective students to ensure that appropriate action is taken	B9 and B2	Record all complaints whether formal or informal, and monitor and use the outcomes of any complaints as a basis for further enhancement of student learning opportunities.	Chief Administrative Officer/ Programme Leaders/Head of Quality	March 2017	Head of Quality/ Academic Board	"Informal Complaint Template" introduced March 2017.	Annual Review Periods. In :- Annual Review Reports (To University partners and within future QAA/post UK HE/R Act Requirements)	Enhance the existing system of mapping formal complaints and introduce additional detail – (e.g.- criteria references to the focus/area of an informal complaint) , in the mapping of the "informal" raising of complaints. Include the evaluation of mapped outcomes as part of joint student staff development workshops and annually at Programme Management Committees and

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		<i>KPI – Systematic documentation of complaints and use of outcomes to inform enhancement of learning opportunities</i>						as part of annual programme reporting documentation
		Revise the complaints and appeals procedures to make specific reference to admissions, and include reference to these procedures as part of the admissions process. <i>KPI – written information about complaints and appeals provided for students at all stages of the student journey</i>	Director of Marketing /Head of Quality	March 2017	Head of Quality/ Academic Board	LSC Academic Regulations revised March 2017 to re-introduce particular section on Admissions Complaints.	Annual Review Periods. In :- Annual Review Reports (To University partners and within future QAA/post UK HE/R Act Requirements)	The LSC Academic Regulations previously included a section on complaints related to admissions. This section was removed in 2012 following discussions with then university partners related to the responsibility for dealing with admissions complaints. Following the QAA Higher Education review in October 2016 this section is now being re-introduced to the LSC Academic Regulations. The section policy has continued to be used since 2012 but for research students only on the basis of discussions in 2012 with then university partners.
Further develop, document and implement the internal operational procedures and responsibilities for the design, development and approval of programmes	B1	Establish a programme development and approval committee (a sub-committee of Academic Board) to consider the design, development and internal approval of all new programmes and the phasing out of existing programmes. <i>KPI – Sub-committee of Academic Board established and operating for programme development, review and</i>	Director of Marketing/ Head of Quality	April 2017	Head of Quality/ Academic Board	LSC Academic Regulations revised March 2017 to re-introduce/re-emphasise the procedures for design, development and approval of programmes	Annual Review Periods. In :- Annual Review Reports (To University partners and within future QAA/post UK HE/R Act Requirements)	The LSC Academic Regulations previously included a section on internal London School of Commerce responsibilities for programme design, development and approval. This section was removed in 2012 following discussions with then university partners related to the responsibility for dealing with programme design and approval. Following the QAA Higher Education review in October 2016 this section is now being re-introduced to the LSC Academic Regulations.

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		<i>closure of existing programmes.</i>						
Ensure that the internal procedures for annual monitoring are systematic, clearly articulated and implemented	B8	<p>Continue to meet the requirements of university partners for their annual monitoring processes. Ensure that all AMRs are considered by the relevant programme committees and by Academic Board.</p> <p>Summarise the outcomes of the annual monitoring process to enable them to effectively contribute to the enhancement of student learning opportunities. <i>KPI – AMRS approved by awarding bodies, disseminated to staff and students together with a summary report which includes an action plan covering all AMRs.</i></p>	Head of Quality	April 2017	Academic Board/Chair of Council	Included in staff development workshop, April 2017	Annual Review Periods. In :- Annual Review Reports (To University partners and within future QAA/post UK HE/R Act Requirements)	<p>The procedures for annual monitoring will be enhanced through the introduction of a revised flowchart and staff development workshops to support the use of annual monitoring in the enhancement of student learning opportunities.</p> <p>To form the basis of an annual staff development/student representative development workshop.</p>
Systematically analyse the outcomes of learning and teaching related activities in the identifying and embedding of academic staff development across the School	B3 and B4	Analyse staff development needs from peer observation, External Examiners reports, link tutors and AMRS and implement structured staff development sessions to address these needs.	Programme Leaders	May 2017	Head of Quality/ Academic Board	Commenced implementation April 2017	Annual Review Periods. In :- Annual Review Reports (To University partners and within future QAA/post UK HE/R Act Requirements)	To be included in an annual staff development/ student representative development workshop as part of the staff development strategy for the provision.

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		<i>KPI – academic staff attending development sessions; enhancement of learning, teaching and assessment. Improved student feedback</i>						
Strengthen the mechanisms, at all levels, for the identification, progression, recording and review of strategically-driven enhancement initiatives	Enhancement	Systematically identify and record enhancement themes and activities and ensure that all staff are familiar with the School's Enhancement Strategy. <i>KPI – Effective and systematic enhancement strategy which enables all aspects of the student experience to be continually improved. Student feedback</i>	CEO/Director of Marketing/Director of Operations/Programme Leaders	July 2017	Head of Quality/Council	The process for the identification of enhancement themes commenced with discussion of the action plan at the Academic Board in March 2017	Annual Review Periods. In :- Annual Review Reports (To University partners and within future QAA/post UK HE/R Act Requirements)	The identification of strategic enhancement themes and initiatives at all levels is included in the planning strategy discussion for LSC during 2017 and has been commenced at the Academic Board in March 2017 as a part of the receipt of this action plan.
Good Practice								
The extensive support, induction and mentoring provided to students which enables them to develop their academic, personal and professional potential	B4 and B2	Continue to review the support given to students through the various formal and informal systems of student engagement, including student staff liaison committees. Use the outcomes of these reviews to continually enhance student learning opportunities.	Head of Student Support/Programme Leaders	On-going	Head of Quality/Council	To continue	Annual Review Periods. In :- Annual Review Reports (To University partners and within future QAA/post UK HE/R Act Requirements)	This has been established practice within LSC and will continue.