Name of Provider: London School of Management Education
UKPRN: 10022285

TEF YEAR 3 PROVIDER SUBMISSION DOCUMENT

1. INTRODUCTION/ PROVIDER CONTEXT

London School of Management Education is a private institution which aims to promote personal growth and development by offering affordable and high-quality education in teacher training, business and health and social care. Our vision is to play a leading role in the delivery of global educational services in partnership through radical lifelong learning training, equipping managers, health and social care professionals, tutors, teachers and trainers, with modern and transformational standards. The institution seeks to nurture and sustain a creative and supportive academic environment based upon an ethos of respect and transparency. We are committed to developing and sharing expertise to strengthen our capacity to deliver our aims, fostering professional relationships and embracing the concept of inclusion.

Our strategic aims for 2016-2019 are as follows:

- Maintain and enhance academic excellence and innovation to increase our portfolio of courses including academic research, drawing on our key strengths in establishing an exemplary reputation with awarding organisations (Pearson) and other regulatory authorities.
- Maintain and enhance student access, success and retention by introducing free short courses and bursary schemes and improving student engagement and support mechanisms.
- Enhance academic and non-academic staff training and development aligned with the College's aspiration to have its own degree awarding powers.
- Strategic engagement with external institutions including other higher educational institutions and employers both in the UK and abroad.
- Implement major improvement in facilities and expansion in infrastructure and learning resources.

Quality assurance is reviewed periodically by the QAA since 2014. Our recent review was in October 2017 and we received a favourable outcome. For the first time in 2017, our students participated in the National Student Survey (NSS) and our first Destination of Leavers in Higher Education (DHLE) data was collected in 2016. Our current split and core metrics for TEF has been based on how well we have executed our strategic aims to date. This report highlights our core strengths and adds supplementary information in support of our TEF metric achievement.

1.1 Principles and Standards of Our Courses

The College takes its programme levels and curricula from the awarding organisation (Pearson). Pearson qualifications are approved by Ofqual and the levels and curricula adhere to the FHEQ descriptors and subject and award benchmark statements published by QAA. Our higher-level programmes are assigned Qualification and Credit Framework (QCF) or Regulated Qualifications Framework (RQF) levels 4 and 5. The College currently specialises in delivery of the Pearson Level 5 Diploma in Education and Training (QCF), Pearson BTEC Level 4/5 Higher National Certificate/Diploma in Business (RQF), Pearson BTEC Level 4/5 HNC/HND Diploma in Business (QCF) and the Pearson BTEC Level 4/5 HNC/HND Diploma in Health and Social Care (QCF).

As per our strategic objective to maintain and enhance academic excellence, delivery and monitoring of the qualifications have been done with strict adherence to the curricula and standards as per the awarding organisation requirement. Hence, awarding of a qualification

delivered by LSME indicates the achievement of defined programme learning outcomes designed by Pearson and aligned with the relevant framework for Higher Education.

The relevant subject benchmark statements for Educational Studies, Business and Health Care Studies and other external reference points, such as the descriptors of FHEQ are used by the programme teams and Academic Committee in the development of Programme Specification and student handbooks for the qualifications. Staff are trained to understand the FHEQ levels and subject benchmark statements so that our qualifications are delivered at the required level. We are therefore confident of the authenticity, reliability and standards of the qualifications we deliver.

2. TEACHING QUALITY

2.1 Teaching and Learning Strategy

LSME has developed a Teaching and Learning Strategy which is implemented in all departments. The main objectives of this strategy are to:

- Offer a curriculum designed to meet the needs and interests of learners, enabling progression, and employability,
- Provide clear and current information that specifies the learning opportunities to attract and support students,
- Provide a stimulating and conducive educational environment,
- Enrich students' experience through active learner engagement,
- Develop knowledge and skills through high quality teaching with a robust system of support and guidance to achieve a high success rate,
- Use assessment as a means of promoting learning and dialogue between teachers and students,
- Work in partnership with employers and other key stakeholders to enhance the practical experience of our learners, and
- Ensure our learners progress in their chosen careers after completing their courses.

The College has taken the necessary steps to ensure that this strategy and the resultant action plans align with all aspects of the TEF indicators and are strictly followed at the departmental level. The strategy ensures that students are effectively engaged in learning and understand the learning environment and resources available to them to afford them the opportunity to follow their programme of study. We encourage both staff and students to be reflective practitioners. The keeping of a reflective journal enables students to think about the ways their skills and knowledge are developing and teachers to improve the delivery of courses. Initial assessments and Individual Learning Plans (ILP) give learners the opportunity to recognise and value their existing knowledge and skills, and build upon them and encourages teachers to deliver personalised learning strategies. Students are also encouraged to make effective use of advice, guidance and feedback from the formative and summative assessment that is provided during their study. The use of realistic scenarios in assessment designs makes it possible for students to apply their developing knowledge and skills to their work experience and future career plans. The College takes the necessary steps to improve learner satisfaction by implementing useful suggestions obtained from student feedback. These aspects of the Teaching and Learning strategy will be discussed further in the Teaching delivery, Quality Assurance, Assessment, Academic Support, and Wider Support for learning sections in this report.

2.2 Induction of Students

At LSME, we welcome mature students who have not been in mainstream education for many years and have returned for a qualification because they intend to change their careers all

together or are looking for new opportunities for social mobility. Our induction process is very crucial for our student retention and achievement. The induction process begins at registration and enrolment and runs for two weeks incorporating study skills training on Moodle Platform Virtual Learning Environment (VLE), Academic Referencing, and Plagiarism, Research Methods, Understanding of the Unit Specification and Course Overview to enhance their academic potential and ability to cope with the demands of the qualification at that level. The College ensures that 100% of new learners go through the process. These sessions enable a rapid adjustment to LSME environment and its culture and contributes towards an effective transition into study. The process involves a partnership between staff and students and is continuous throughout the learning process and enables achievement and progression. Students are also offered additional language support by attending functional skills (literacy sessions) throughout the academic year. Students influence the process of induction by giving us their feedback at the end of the induction process. For example, it has become mandatory to continue teaching learners some study skills topics throughout the academic year because they wanted more sessions. The quality of our induction provides students with the basic skills required to enjoy the teaching and learning on their respective courses as suggested by their responses to the 2017 NSS survey.

2.3 Teaching Delivery

2.3.1 Individual Learning Plan (ILP) Facilitates Personalised Learning

LSME recognises the different learning styles of students through the initial assessment and Individual Learning Plan (ILP) which takes place at the start of their course. Each teacher has the responsibility to ensure that the specific needs of individual learners are met by reviewing their learning plan at the beginning of each term. This personalised learning improves their motivation and retention on the course as indicated in our TEF metrics. Resources used in learning and teaching are drawn from a sufficiently broad range to meet the needs of our culturally diverse student population. We create a positive environment by aiming to eliminate discriminatory behaviour. Disabled learners are offered the opportunity to achieve by means of inclusive design wherever possible and by means of reasonable individual adjustments if necessary. We ensure that the VLE is accessible to all students by choosing a user-friendly system, issuing their user names and passwords within one week of enrolment on their programmes and a thorough induction on how the system works. Individuals with disabilities like dyslexia have their needs assessed at the start of their programme to agree a plan for continued support and reasonable adjustment which may include the appointment of a study skills support worker, use of specially adapted computers if necessary, providing additional support from programme tutors or allowing additional time for completion of assignments.

2.3.2 Contact Time

Our learners are expected in the College for face to face teaching for a minimum of 15 hours per week. Students who require extra support have an additional 7.5 hours of contact per week. Students spend an average of 4 hours on tutor-facilitated VLE based learning each week. Learners on work placement are required to spend about 12 hours per week on work-based learning activities. Students are also expected to spend an average of 20 hours per week on their independent studies. Students are strongly advised that the quality of learning This explains the high rate of progression and achievement. In 2016/17 Academic Year, the overall achievement, progression and student retention was over 90% as shown in the table below:

Table 1: 2016/17 Achievement and Retention Rate by Department (Extracted from the Board of Examiners Report)

Departments	***Assignment Submission Rate (%)***	***Achievement of Full Award (%)***	***Retention Rate (%)***
H&SC	***96.3***	***90.3***	***94.0***
Business	***80.9***	***93.8***	***91.5***
DET	***93.1***	***80.0***	***91.0***
Overall	**90.1**	**88.0**	**92.3**

2.3.3 Mode of Delivery

Mode of delivery include lectures, seminars, workshop, and one-to-one tutorials with a blend of work-based practical activities for the HND in Health and Social Care and Diploma in Education and Training qualifications. The sessions are inclusive and interactive with learning resources that meet all the identified learning styles. Learners are encouraged to be creative and innovative in their way of thinking and are given the opportunity to reflect on their learning and apply theoretical knowledge in the workplace.

We encourage experiential learning using practical activities including role plays and video shows, followed by a reflective class discussions and peer reviews. The aim is not only to prepare learners for the work place but to develop responsible leaders who are able to think for themselves and work effectively as a team. Students also provide feedback on the mode of delivery. Their input has been used to improve on learning materials and resources used in the classroom.

2.3.4 Tutorials

Our tutorial sessions provide the opportunities to enable students to discuss specific issues about their learning outcomes and academic progression, and to make appropriate choices. Learners are encouraged to discuss any issues that may affect their learning and it is the responsibility of the tutors to ensure that they agree an appropriate solution within the remit of the institution. Students are entitled to at least 15 minutes of tutorials each week. Our academic staff are trained to know how and when to refer students to the Student Welfare Officer who is in turn aware of the overall responsibility of the students Welfare and Pastoral Care Committee.

2.3.5 Use of Technology in Teaching

The College has a Virtual Learning Environment (VLE) which is based on the Moodle Platform. Although our lectures take place face-to-face, they are delivered via our VLE which also contains the primary source of electronic learning resources for our students. The VLE is also used for lecture-facilitated class discussions and debates and contains a huge amount of general information for learners. The College is currently working on televising lectures for archiving on the VLE for future reference.

Our learning resource centre and classrooms have recently been refurbished with brand new computers with a high speed internet access provided via an independent lease line, and high spec IT infrastructure. This £100,000 investment also includes interactive white boards in all classrooms. The white boards allow access to live lectures for students who are not able to attend some of their sessions. The College has recently invested in the Taylor and Francis online libraries in addition to the free digital libraries on the VLE.

2.3.6 Research

Students are encouraged to conduct independent research for suitable material and resources for student debates and discussions during class seminars and when preparing their

assignments. Since the HND learners are expected to undertake a research project as part of the curriculum, the institution has introduced students to research within the academic community. Students are allowed to attend our International Conferences (: https://lsme.ac.uk/conferences) and to network with academics and researchers in various fields. They have the opportunity to contribute to research presentations, take part in networking and acquaint themselves with the research environment. Hence, throughout their learning, we encourage them to be active researchers to ensure they are more confident when working on their research project module. All teachers and trainee teachers are encouraged to use research findings to ensure that their teaching is informed by academic research. To improve this research culture for the institution, a College wide workshop on research methodology is planned for February this year. The QAA HER 2017 reviewers commended the institution for the approach taken to introduce a research culture via our international conferences.
(http://www.qaa.ac.uk/en/ReviewsAndReports/Documents/London%20School%20of%20Management%20Education%20Ltd/London-School-of-Management-Education-Ltd-HER-AP-17.pdf).

2.3.7 Principles of Responsible Management Education (PRME)
The College became signatory to the UN Principles of Responsible Management Education (PRME) in October 2017 (https://lsme.ac.uk/news-and-events/un-principles-responsible-management-education). Lecturers have been inducted on these six principles (Purpose, Value, Methods, Research Partnership and Dialogue) and how to embed them in their teaching and learning activities. The overall aim is to ensure that our students are developed in a way that they have sustainable value for business and society at large, respecting the principles of human rights, labour, environment and anti-corruption and are capable of leading the actions that would advance societal goals. Our teachers are working on ensuring that students are clear about our commitment to these principles. Several Units in the programmes we deliver, have shown clear opportunities to educate learners on these principles by the introduction of relevant class activities. We ensure that our study materials, processes and environment enable effective learning for responsible leadership.

2.3.8 Student Feedback
Student have the opportunity after the delivery of each unit, and at the end of each term to provide feedback on how their respective courses are delivered in the College. The majority of our learners are very satisfied with the mode of delivery of their qualification, contact time, use of the VLE and research as evidenced in our internal student feedback report, latest NSS results (https://lsme.ac.uk/national-students-survey) that informed the TEF metrics. Their feedback is acted upon and brings about changes in the way certain aspects are delivered. Students suggested the use of more visual learning materials and this has greatly improved our use of digital technology in teaching.

2.4 Support for Learning and the Learning Environment
2.4.1 Physical Environment
LSME has recently invested £2.5 million to improve the physical environment for its learners. Our classrooms are spacious and bright enough for all learners. Our small class room sizes (25 learners per class) creates a conducive environment and maximises the attention each student receives from their teacher. LSME ensures that the physical environment is conducive and safe for all learner and adjustments are made for physically disabled persons including the provision of wheel-chair ramps, lifts and disabled toilet facilities. The principle of confidentiality and mutual respect are applied when supporting student development. For example, during tutorials and when formulating action plans for individual learners, the environment is conducive and respectful of student privacy and done with the consent of the learner. Student feedback forms are usually anonymised to prevent the formal identification of the authors of specific responses. This allows

the encouragement of constructive criticisms that would improve the overall teaching and learning facilities in the College.

2.4.2 Learning Resources

Our learning resources take account of the range of the academic programmes and academic practices. In addition to the VLE and other digital learning resources mentioned above, LSME has a well-stocked learning resource centre with over 900 print publications that meet the learning needs of learners. Students have the opportunity to borrow some books. As per the existing Learning Resource Strategy, there is a yearly investment of £50/ student/ academic year on books. The nature and type of books purchased is agreed by the Academic Committee upon requests by the Programme Leaders. The Advisory Board approves the request from the Academic Committee and provides the Learning Resource budget for each academic year. The Learning Resource Strategy is reviewed annually and approved by the Academic Committee. This includes the provision and maintenance of adequate computing and library facilities and physical and digital information resources. Last year, we procured over 400 additional print publications and permitted learners to borrow books from the library. These enhancement initiatives were in direct response to feedback from learners. Our most recent student survey report acknowledged the improvement in the library although there were requests for additional books. The College is committed to continue the implementation of planned enhancement of learning resources in line with its strategic goals.

2.4.3 Tutorial Support

Each student at LSME is assigned a Personal Tutor. Students who require additional tutorial support are offered the opportunity to attend an additional day and to receive one to one support from their personal tutors. Use of personal tutors and support teachers for these one-to-one sessions has enabled learners who may be falling behind in academic progression to improve and ultimately achieve their qualification. Peer support and mentoring, has also been identified as a useful support mechanism for some learners.

2.4.4 Literacy and Numeracy Support

Literacy and numeracy support is an ongoing process in the classes. However, Literacy classes for functional skills and academic writing are organised periodically for learners who may be struggling with assignment preparation.

2.4.5 Ongoing Study Skills Support

Apart from during the induction process and the ongoing literacy support mentioned earlier, learners are given the opportunity to have a recap of the study stills lectures each term during session times. For example, at least once in a term, learners have an additional opportunity to go over Harvard Referencing, Plagiarism and Anti-plagiarism software, IT Support and Time Management. These lectures do not only support the student being taught but also provides a voluntary placement opportunity for Trainee Teachers on the DET programme to practice their teaching skills.

2.4.6 Student Feedback

Student have the opportunity at the end of each term to provide feedback on learning resources available for their learning as well as how teachers are responsive to their needs. The majority of our learners are very satisfied with the learning resources as well as the academic support they receive from their tutors as evidenced in our internal student feedback report, latest NSS results that informed the TEF metrics. Students suggested the improvement in the range and numbers of books in the library as well as their need to have borrowing rights. This feedback was acted upon and aided the development of a strategy for learning resources and yearly allocation of

funds to improve the number of print publications. Their feedback was acted upon to ensure they are able to borrow books from the library for a maximum of one week.

3. ASSESSMENT FOR LEARNING

3.1 Assessment Policy and Procedure

LSME has an Assessment Policy and Procedure document that underpin the setting of assignments and the maintenance of academic standards with reference to the awarding organisation's requirement and the requirements of the QAA Quality Code Chapter B6. In 2016, we extended the scope of this policy to include Extenuating Circumstance and Assessment Deadline Extension Policy and Procedures and Accreditation of Prior Learning Policy. LSME staff and students have access to these assessment procedures as summarised in their Students Handbooks and Teachers' Induction Pack.

3.1.2 Accreditation of Prior Learning

The College uses a comprehensive assessment process to recognise the achievement of prior learning. Students whose prior learning could be accredited are made aware of this during their interview and are required to submit an application. All required evidence and assessment material as well as experiential learning are discussed with learners. The Accreditation of Prior Learning policy has to date been applied for two learners. One of them was on the DET programme and had a Certificate in Teaching in the Lifelong Learning Sector (CTLLS) and Internal Quality Assurance (IQA) Level 4 award. The second learner had completed some units in the HND Health and Social Care qualification from another College. The College continues to identify opportunities to accredit prior experiential and certified learning to each the pressure on learners and to avoid over assessment of leaners.

3.1.3 Assessment Process

At LSME students are assessed with course work rather than with exams. All assessment tasks are set to the appropriate number of assessment criteria in accordance with the awarding organisation's requirements and students are given ample time to complete tasks and receive timely and constructive feedback within one week of assignment submission. Lecturers use assessment as part of the learning process. Reflection on practice by students or teachers is key to supporting teaching and learning in LSME. Reflection examines the variety of modes of assessment, using technology both for supporting assessment and for enabling feedback to students. The assessment of work-based learning and practice and the use of relevant scenarios and case studies connect assessments with the real world. Assessment practices are standardised to promote consistency of marking between staff. For example, before issuing an assignment brief to students in the HND Health and Social Care, lecturers will standardise the criteria for awarding higher grades by agreeing contextualised higher grade questions and the expected responses from learners. The basis of this academic judgements on grading is shared with students prior to each assignment.

3.1.4 Inclusive Assessment Process

Inclusive assessment practices ensure all learners have an equal opportunity to demonstrate achievement. Reasonable adjustment in terms of providing additional support and time has been used for students with special needs and for those with unexpected extenuating circumstances as per our policy on Extension of Assignment Deadlines and Extenuating Circumstance. This policy has been applied in the case of a learner who required additional study skills support from an external specialist. All documents presented as evidence for such circumstances are kept in the strictest confidence and are stored securely on learner files.

3.1.5 Academic Misconduct
LSME has a robust Academic Misconduct Policy. We provide training to students on plagiarism and academic referencing as an integral part of our preparation of students for assessment. This is undertaken as part of the induction process and continues throughout the course. We use different assessment methods including reports, essays, oral presentations, professional discussions and portfolios to help prevent plagiarism. Lecturers used the Grammarly® anti-plagiarism software to check for plagiarism in a sample of assignments. All assignments were scanned with the Viper anti-plagiarism software (without the reference list and assignment task text) prior to submission. A similarity index greater than 30% is not acceptable. In the 2016/17 academic year, the College dealt with four academic misconducts. In all these cases, the students were invited for a disciplinary meeting in which they agreed their work had been plagiarised. The assignments were cancelled and students were asked to produce new written work within one week. The College has currently introduced the use of Turnitin® anti-plagiarism software which detects collusion among students. This has been rolled out to all departments from this term and will be fully operational by the end of the next term.

3.1.6 Feedback from Learners on Assessment Process
LSME provides the opportunity for learners to provide feedback on how satisfied they are with the assessment process. Our learners are generally satisfied with the assessment process as evidenced in the internal feedback report and the 2017 NSS result which informed our TEF metrics on assessment. Feedback from students have been used in the past to modify some of the assessment instruments. For example, students have suggested the need to merge some units and produce a more holistic assessment and have also suggested certain assessment evidence types which have been acted upon by the departmental committees.

4. ACADEMIC QUALITY ASSURANCE

4.1 Internal and External Moderation of Assessment
At LSME our internal and external moderation processes are guided by clearly articulated processes which address the awarding body requirements in the context of the academic standards for the award. A 30% sample is applied to all pass grades and 50% to Merits and Distinction grades in the internal moderation of assessed tasks. Internal moderation also involves the approval of assignment brief by Internal Quality Assurers (IQAs) prior to issuing them to students. This process ensures that assessment tasks are fit for purpose and covered all assessment criteria and include the use of relevant work-based scenarios.

Our External Examiners (EE) are appointed by the awarding organisation for each subject. It is the responsibility of the awarding organisations to ensure the suitability and induction of the EE for each programme but in the event where the institution is not satisfied with their performance, LSME reserves the right to suggest a change to the awarding organisation. They arrange yearly visits to the centre to moderate assessed work and provide constructive feedback on how to improve. LSME informs EEs about its organisational policies and procedures and academic regulations as and when required for them to discharge their responsibilities effectively. The role of the EE is articulated clearly in our Moderation policy. The EE review a sample of assignment briefs to ascertain if they are fit for purpose. They also assess the authenticity and validity of marked assignments, meet students and examine organisational policies and procedures on teaching, learning and assessment.

LSME receives a report from the EE after each moderation visit. These reports are submitted to the Academic Committee which then passes them on to the Departmental Committees to act on any recommendations by preparing a detailed action plan for achievement. Our EE reports have

been very encouraging and confirms the students' satisfaction with the assessment of their programme.

4.2 Board of Examiners

EEs are not members of the LSME Board of Examiners (BoE) as they are not employed by LSME. The BoE, however, utilise the feedback from EE in their approval of award claims within the centre. The BoE have a fair and consistent procedure in making decisions on progression and on the application of extenuating circumstances in assessment decisions. To date individuals with extenuating circumstances and requiring additional time to complete their work are encouraged to formally put in a written request with all the supporting documents. The BoE review applications and make the final decision.

4.3 Mechanisms for Programme Monitoring and Review

All programmes at LSME are monitored and reviewed in a planned cycle. These reviews include the annual programme monitoring which begins in August at the end of the academic year and periodic reviews which take place every six years. The formal processes involved in these reviews are clearly articulated in our Programme Monitoring and Review policy and procedure document which includes specific responsibilities of the Departmental and Academic Committees.

4.3.1 Annual Programme Monitoring Report

Each programme prepares an annual monitoring report, focussing on the previous academic session. The reports are a staff reflection on that year and are informed by a range of evidence including achievement and progression data, student survey findings, EE reports confirming the achievement of academic standards and Departmental Committee minutes. The reports seek to identify matters for attention (immediate or longer term) and for celebration. They are how the Academic Committee may be assured, annually, of the strength of courses and identify issues for College-wide action. They form part of the evidence used in the annual overarching college report.

4.3.2 Periodic Review

The periodic review comprises a self-evaluation document and enhancement plan. The review involves discussions with a panel including College staff not involved with the course or development in question and external members from outside the College with relevant academic and/or professional expertise. The Panel ascertains achievement of the minimum threshold academic standards required for the award, among other criteria for review. The enhancement plan is tracked, through annual monitoring.

4.3.3 Outcomes of the Monitoring and Review Processes

The outcomes of the processes of monitoring and review are reported to the Academic Committee. It determines the nature of strategic actions required to address any issues that emerge. The outcomes of these processes are used to inform departmental planning at an operational level. Changes made to programmes because of internal monitoring and review reports focus on quality enhancement. LSME ensures that recommended changes are monitored adequately with action plans. In the event where LSME would have to close a programme based on changes to the curriculum of the awarding organisation, LSME discusses the implications with affected students at the earliest opportunity and assess the possible impact on student achievement and the quality of learning opportunities. There is an agreed planned procedure for managing the closure of a programme, which includes protecting the academic interests of all students already on the programme and ensuring the quality of the programme is not compromised. This has been evidenced with the 2017 Standards Verifier reports for DTLLS and the HND Business (QCF) qualifications that were discontinued from September 2014 and September 2015 respectively.

LSME has recognised the need for a regular evaluation of processes for programme monitoring and review to ascertain that the processes remain fit for purpose and are not unnecessarily burdensome, and that their outcomes continue to contribute to the enhancement of the students learning experience. This will be conducted with feedback from staff and senior management by the end of this academic year.

4.4 Mechanisms for Academic Appeals and Students' Complaints

LSME has appeals and complaint policies and procedures which are articulated to all students during induction and are published on the website, Moodle Platform and in the student handbooks and general handbooks.

4.4.1 Academic Appeals

The academic appeals policy is relevant for learners who are disputing awarded grades. The process involves informal and formal resolution stages. The policy was reviewed in 2016 to include a clearer scope and grounds for appeal as well as the inclusion of the possibility for earlier resolution with assessor so that an appeal will only reach the formal resolution stages with an appeal hearing if the learner is not satisfied with the informal resolution.

4.4.2 Student Complaints

The Complaint policy is used by students for all other issues or concerns that are linked to the quality of the students learning experience but are not related to assessment or admission decisions. There is a clear distinction between complaints and opportunities for individual and collective feedback as part of our engagement with students.

For both academic appeals and complaint procedures, students are offered the opportunity to formally complain to an external independent body such as the Office of the Independent Adjudicator (OIA), should they be dissatisfied with the outcome of the internal processes.

5. WIDER SUPPORT AND EXPERIENCES

5.1 Career Development Opportunities

5.1.1 Career Advice and Guidance

LSME provides individual career guidance during the learner recruitment process, new-learner induction and throughout the teaching and learning process. This enables students to make informed decisions about the routes and options they might want to take during their programmes.

5.1.2 Employability Skills Development

Employability sessions are organised at least once in a term. These sessions provide information on personal development and achievement. Topics covered in these sessions include Employability Skills, Interview techniques, how to develop a CV and Cover Letter and Job Hunt support. These processes are evaluated with the feedback obtained from learners.

5.1.3 Personal Development Planning

At LSME, students are offered the opportunity to develop themselves by conducting a Personal Development Plan (PDP). PDP is a structured and supported process undertaken by a learner to reflect upon their own learning, performance and/or achievement and to plan for their personal, educational and career development. Such sessions are held during career days and may also be an integral part of a unit.

5.1.4 Career Workshops Delivered by Employers and Professionals in Various Job Roles
LSME organises career events each term. During these events, we invite employers to deliver lecturers to students on what they require from them. A few recruitment agencies including Morgan Hunt, Adecco and Protocol have been invited to facilitate the career workshops and to register interested learners on their system for future employment. Specialists such as those from Social Services, care settings, Business industries, and Education, are invited to give lectures on their job roles, salaries, progression pathways and entry requirements. We have had Social Workers, Nurses, Care Home Managers and Managers from other sectors in attendance during the last two years. These workshops are evaluated by obtaining feedback from learners at the end of each session.

5.2 Lessons Learnt from Our Last DHLE Report
Despite all the efforts to improve employability of our learners, the results of our recent DLHE report suggested that we performed below the national benchmark in terms of employment and employment in highly skilled jobs. Our TEF metrics however captured data for students enrolled on the HND qualifications in Business and Health and Social Care for the Teaching quality, assessment on my course and continuity which was informed by the NSS survey. For the DLHE, however, the data was captured on students enrolled on the Diploma in Education and Training in 2015-16, six months after course completion. This we believe is a short period of time for our first set of graduates on the DET programme to have secured jobs. This is particularly so when these students are new to teaching. We do not have DLHE data for 3 years after course completion and we are absolutely hopeful that there will be an improvement in the results with time. The College continues to support the alumni association in their career development even after they have left the institution to improve their confidence with job hunting. Additional measures have been introduced in response to the DHLE report for DET to further improve the employability of our learners. These strategies are outlined below:

5.2.1 Employer Engagement Strategy
LSME has recently reviewed and improved its Employer Engagement to include key employers in decision making about the choice of units that may be more appropriate for their businesses. This makes our learners more employable in specific businesses and job roles. A Memorandum of Understanding has been signed with several employers in the field of Teaching, Business and Health and Social Care. These employers have agreed to engage more with LSME and assist in the development of the potential workforce for their businesses. They are now going to play an active role in the development of career workshops and deliver some specialist lecturers in their respective professions once in a year. We are hopeful that this strategy will yield positive results.

5.2.2 Entrepreneurship and Business Start-up Activities
LSME is promoting Entrepreneurship studies as an activity to facilitate business start-up among its learners who wish to become self-employed after graduation. This is also useful for students who are already running small scale businesses. Employers who are running their own businesses related to our courses are now offering entrepreneurship workshop to interested students. This is to improve the confidence and skills required to start a business. Such activities will also enable effective planning of resources required to get the business started. Students are also being signposted to sources of financial support for start-up businesses. The management of the institution is hopeful that students may utilise the knowledge gained from these workshops to start a business of their own in the near future. We also believe it can significantly increase their chances of getting a job as it demonstrates motivation, independence and a desire to succeed.

5.2.3. Volunteering Opportunities
We believe that students can learn better in a practical setting and their chances of getting a job is high if they have some work experience. Students are encouraged to take up voluntary jobs while studying. This is important for learners who do not have jobs and there are no mandatory work placement components in their programmes. Volunteering is important as it provides an opportunity for application of theoretical knowledge in a real world and also demonstrates motivation to succeed in the chosen career. The College offers voluntary placements for students on DET courses. In some cases, they are offered positions within the college after graduating as a result of skills and competences they demonstrate in their volunteering roles.

6. LSME'S CULTURE ON STAFF DEVELOPMENT

Our students are satisfied with the quality of our provision because the teachers are competent and qualified in what they do. LSME invests in its human resource capacity by starting with a rigid recruitment and appointment procedure. We ensure that academic staff are trained and possess the required teacher training qualification and subject specialism for their taught programmes.

6.1 Staff Induction
After a member of staff has been appointed, they are required to engage in induction and are assigned mentors within their departments. Induction involves a thorough explanation of relevant policies and procedures. Teachers receive their Teachers Handbook in their Induction Pack. Their mentors provide on-going support and any form of assistance they require.

6.2 Training Needs Analysis
Once a staff member is appointed, a training needs analysis is undertaken by their Programme Leaders. An action plan for achievement of identified gabs in knowledge and skills is developed and agreed with the staff. Internal and external training is arranged to ensure that the requisite knowledge and skills have been achieved. Achievement is periodically reviewed by the Programme Leader against agreed deadlines. Further, actions are agreed and monitored until the programme leaders are satisfied with the competence and skills gained for teaching and learning.

6.3 Staff Development Plan
6.3.1 Assessor Observations
Academic staff are observed by their peers and Principal once a term to ensure their delivery styles and approaches meet expectations and considers the needs of all learners. Feedback from these observations is used to improve on the delivery of lessons and also informed CPD activities discussed below. Individualised action plan for improvement is also agreed with the concerned staff.

6.3.2 Staff Appraisal
LSME staff undertake annual appraisals to determine their performance and to identify areas for improvement. Self-evaluation by staff takes place annually as part of the staff appraisal process and after teaching each unit. This fosters improvement in future course delivery and assessment and helps to develop new perspectives into teaching and learning. The impact of reflection on future practice is clearly documented during the self-evaluation process. The outcome of staff appraisals informs the staff training agenda for each academic year. The training agenda is prepared for all staff but also include specific individual targets set by the Principal.

6.3.3 Continuous Professional Development (CPD)
Throughout their career, staff engage with opportunities to improve their teaching capabilities by taking part in Continuing Professional Development (CPD) activities and to reflect upon their teaching practice. Staff in need of additional support are identified by their line managers within their departments or from the nature of feedback received from learners, EEs, appraisals or observation reports. Identified professional training requirements are incorporated into a training agenda for each academic year. Upon receiving the request from the Academic Committee, the Advisory Board allocates a budget of £25k per annum on staff development activities. Each staff member is entitled a minimum of 30 CPD hours per annum and this is evidenced on their annual CPD logs.

6.3.4 Recognition of Academic Achievement via Higher Education Academy (HEA) Professional Standards Framework (UKPSF)
LSME is committed to the academic recognition of its staff. We have embraced the Professional Standards Framework for teaching and supporting learning in higher education (UKPSF), which is managed by the Higher Education Academy (HEA). The framework supports the recognition and reward of higher education professionals involved in learning and teaching as they develop through their career path. The aim of such benchmarking is to help individual teachers to enhance the learning opportunities of their students by improving the quality of their teaching and learning support. At present, three members of staff are working towards submitting their fellowship applications by June this year. This demonstrates our commitment to ensuring that our professional development programmes and activities meet expected national professional standards.

6.3.5 Professional Body Registration
LSME continues to stress the need for academic staff who have the DET qualification or equivalent to register with the Society for Education and Training and acquire a Qualified Teacher Learning and Skills (QTLS) Status which signifies professionalism for post-14 education and training. This we believe will help our teachers advance in their careers and demonstrate their expertise and experience to colleagues, employers and learners. Three of our academic staff are currently working on their QTLS status.

6.3.6 Developing a Positive Research Culture via Involvement in International Conferences

LSME staff have the opportunity to attend one International Conference on Education per year. These Conferences are organised by the institution but allows staff to network, establish a research culture and enables them to develop their own research topics and to embed findings from educational research in their teaching and learning activity. A workshop is scheduled for LSME staff in February 2018 to discuss research methodology. As teachers are also involved in delivery of research unit

6.4. Mindful Employer
LSME has recently become a signatory to Mindful Employer. Being a Mindful Employer we are committed to supporting the welfare of our staff. Our open door policy enables effective dialogue with Managers to discuss issues related to their health and wellbeing to avoid undue stress associated with modern life. Our aim is to improve their work-life balance and to create a conducive environment for work.

6.5 Impact of Staff Development

LSME assures itself of the effectiveness of the approaches to staff development and support by undertaking annual staff surveys, making use of feedback from learners and external reviewers and by undertaking a training impact analysis at the end of each academic year. Information obtained is utilised in the design of a training agenda for the next academic year. Training is not just limited to academic staff but also includes administrative and support staff. Our CPD trainings have given staff the requisite ICT skills for VLE, Turnitin and effective understanding of the processes of providing timely formative and summative feedback to students. Staff have received training on Equality and Diversity, PRME recognised by UN, First Aid, Fire Safety, Academic Support for Effective Evaluations and Analysis, Classroom Management Techniques, UKPSF Workshop, QAA Quality Code, FHEQ levels, Inclusive Teaching and Learning Strategies and many more. These have enhanced the quality of our provision which has been testified by the results of the NSS survey.

7. STUDENT ENGAGEMENT

LSME has a Student Engagement Strategy. Student engagement information is also communicated via the Student Charter. We engage with students by obtaining their feedback on all activities including, the induction process, overall teaching and learning experience, unit delivery, career guidance, admissions and interview process. Obtaining feedback from learners has been timely and used a range of methods (questionnaires, suggestion box, membership of committees, informal dialogue with teachers and management team). Solutions developed based on student feedback are effectively communicated to students. For example, learner views at the departmental level form part of the formal quality processes including periodic programme review and annual monitoring of programmes. Student feedback has led to several enhancement activities including an improvement in the print and online library resources, internet access, student common room, and changes to assessment strategies, improvement of premises and learning environment.

7.1 Student Representation

LSME uses student representation at the departmental and managerial level (Staff-student Committee). The representatives are elected by their respective class within one month of the start of a new cohort. The representatives organise class meetings and discuss students' views in departmental meetings. This information is utilised for enhancement activities at the departmental level. Class representatives also hold inter-class representative meetings once a term to discuss the views of all learners in the College. After this meeting, two class representatives are selected to represent the entire student body in the Staff-student Committee meeting which provides the platform for discussion of student related issues at a management level.

7.2 Information Sharing with Students

Information sharing with students is a vital component of our provision. The results of internal questionnaires and other forms of feedback, such as end of term questionnaires, induction feedback, end of unit questionnaires, periodic review documents and analyses of student performance unit and programme level, EE reports, reports on actions taken by LSME to enhance student learning experience are shared with students in a class discussion as well as on the Moodle Platform. For example, students were informed of the development of our new premises in an open discussion during an end of term student gathering. They were subsequently updated regularly on the progress of the work until completion.

7.3 Student Outcomes and Learning Gained

The move to the new premises was partly initiated by feedback from learners on the need to improve some facilities in the old premises. The Advisory Board agreed to acquire a new premise, approval for the acquisition and refurbishment of the new premises. In response to the interruptions in internet supply from our learners, we now have an independent lease line for the College. Students can access internet for their studies using their independent login details and have experienced no interruptions in the connection. The online library available to learners has also improved. The College is now subscribing to online journals from Taylor and Francis® for its three main qualifications as a direct response from students on the need to improve library facilities. All classes have recently been fitted with interactive whiteboards with the software that allows learners who are outside the institution to have access to live lectures. This initiative was developed with feedback from the DET group of learners in 2015 asking for at least one interactive teaching board to aid their training. As a result of all these enhancement activities we have seen an improvement in student retention and achievement as highlighted in the table below:

Department	**D**	***%***	**M**	***%***	**P**	***%***	***Submission Rate %***	***Full Award %***
H&SC	19	2.3	192	23.4	57	70.9	***96.3***	***90.3***
Business	8	0.8	167	16.8	817	82.4	***80.9***	***93.8***
DET	-	-	-	-	1200	*91.0*	***93.1***	***80.0***
Overall							**90.1**	**88.0**