TEF Year Four Provider Submission

London School of Management Education (LSME)

January 2019

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Provider Context

London School of Management Education(LSME) is a unique small institution which aims to promote individual growth and development by offering specialised, affordable and high-quality higher education in teacher training, business and health and social care. The College operates from its campus in London Borough of Redbridge and in 2017-18, it had 274 full-time, mature students.

The institution was established in 2007 with a vision to play a leading role in the delivery of educational services in partnership through radical lifelong learning training to equip business managers, health and social care professionals, tutors, teachers and trainers, with modern and transformational standards. Under the leadership of its Board of Directors which comprise of a dynamic team with diverse academic expertise, 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 and widening participation.

The College takes account of local skills needs when determining its curriculum. The College takes its programme levels and curricula from the awarding organisation (Pearson). 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 Level 4/5 Higher National Certificate/ Diploma in Social and Community Work (RFQ), Pearson BTEC Level 4/5 Higher National Certificate/ Diploma in Healthcare Practice (RQF) and the Pearson BTEC Level 4/5 Higher National Certificate/ Diploma in Health and Social Care (QCF). In addition to the Pearson suite of qualifications, the College has increased its portfolio of courses by including the BSc (Hons) qualifications in Business Management and Health and Social Care Management as full three-year degrees or top-up qualifications, through a validation agreement with the University of Chichester (UoC) since September 2018.

We assure the quality of our educational provision periodically by undertaking QAA reviews since 2014. Our most recent successful review was in October 2017 and we are expecting the outcome of our last review in December 2018. In 2017, our students participated in the National Student Survey (NSS) for the first time, achieving a remarkably high overall student satisfaction of over 90%. Our Destination of Leavers in Higher Education (DHLE) survey was first collected in 2016.

The institution has progressed from TEF Provisional Award in TEF Year 2 to Bronze Award in TEF Year 3. Our current split and core metrics for TEF Year 4 is an improvement on the previous one and has been based on how well we have executed our strategic aims for improvement since 2017. Analysis of the contextual data shown in the table below suggests that 46% of learners entered with existing higher education qualifications. These students are mainly registered on the teacher training programme for one year. The remaining entry qualifications make us a low-tariff higher educational institution that caters mainly for local UK and EU learners and manages to retain the majority of its learners and engage them sufficiently to achieve a high success rate comparable to some top higher educational institutions in the UK. Analysis of the overall core metrics, from a headcount of 200 students clearly confirms a strong provision where teaching quality, assessment, student support and continuity consistently outperform similar providers. The full-time core metrics display 2 positive flags, which reflect and confirm the Colleges' culture of commitment to developing excellence in teaching and learning, and enabling student development and achievement, leading to outstanding student retention and reasonably good level of employability (Over 20% increase in TEF Year 3 compared to year 2) although the core metrics value is affected by the performance in year 2. The proportion of graduates in high-level employment, however, falls beneath the benchmark although it is an improvement of over 7% in year 3 compared to year 2. This submission will make a compelling

case for a higher TEF rating that is a more accurate representation of the high-quality provision at the College based on additional quantitative and qualitative data.

Table 1: Contextual information for all students on TEF Y4 Metrics

		Headcount	Percentage
Entry qualifications	HE-level	95	46%
	High-tariff	0	0%
	Medium-tariff	5	3%
	Low-tariff	45	23%
	Non-tariff	35	17%
Domicile	Non-UK students	25	11%
	UK	180	89%
	Other-EU	25	11%
	Non-EU	0	0%
Local students	Yes	165	92%
	No	15	8%
POLAR	1	0	0%
	2	0	0%
	3	0	33%
	4	0	33%
	5	0	33%

Teaching Quality

A review of our teaching quality by the QAA and Awarding organisations suggests that our current approaches are fit for purpose and aligns with the expectations for all higher educational institutions in the UK. Different aspects of our teaching provision and how it has improved over time is highlighted below:

2.1 Teaching and learning strategy

The College has taken the necessary steps to ensure that its teaching and learning strategy aligns with all aspects of the TEF indicators and are strictly followed at the programme level. The strategy is shared with academic staff to inform their day-to-day activities aimed at ensuring 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. 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.

2.2 Student engagement in academic provision [TQ1]

At LSME we ensure that students are sufficiently challenged to engage in the teaching and learning process. The overall achievement of our qualification is excellent at nearly 90% for two Academic Years in a row which is higher than that of similar institutions. Our current TEF Metrics for teaching quality showed an overall satisfaction of 91.3 % which is 2% above the benchmark. There is an established practice of student involvement in the evaluation of teaching. At Programme Boards, students and staff are invited to reflect on, and then discuss, matters of concern or good practice. Actions are formally recorded, implemented, followed up, and concluded. We can give an example of how students have requested more diverse assessment evidence. In 2017-18 Academic Year HND students in Health and Social care have requested for some assignments to be submitted in particular formats such as the use of a televised class debate followed by the preparation of reflective summaries. This is useful for modules with many assessment criteria to break the monotony of oral presentations, essays and reports. In this case all students will prepare for the debate and be given one hour to write their independent reflections. This has been implemented in the particular class and the good practice has been shared with other programmes within and outside the department for future implementation. This initiative has improved assignment completion rate in the Health and Social Care department. The current assignment completion rate of 92% is 10 points higher than in the previous Academic Year.

Our internal analysis of student feedback in 2017-18 Academic Year confirms that this process of engaging students by inviting them to reflect on, and then discuss, matters of concern or good practice, positively impacts the student experience and generates a sense of empowerment in their educational process and belonging within the LSME community.

'I feel valued and empowered to do better by being at LSME as I can see my opinions are listened to and in most cases, action is taken for improvement. I can relate this renewed sense of confidence to my own life outside the school. I feel more confident in discussions than before and my family is surprised with how much I have improved in communication'. [HND Health and Social Care Student, 2017-18 Academic Year].

Students have opportunities to meet External Examiners for closed discussions and students report overall high levels of engagement and satisfaction with teaching and over 90% have also commented on the good level of staff enthusiasm and commitment, satisfaction with the learning environment, and the academic atmosphere of the institution. There is a valuable iterative 'feedback loop' between External Examiners, students, and programme teams, signalling a culture of continuous improvement and enhancement throughout the institution.

The impact of some of the College's engagement with students in evaluating and enhancing their academic experience is evidenced as follows:
In 2016, students of the Diploma in Education and Training requested a need to combine certain modules to reduce the academic burden on their studies. The Department listened to their feedback which led to the modification of assessment instrument. Since then the rate of achievement from the DET department has improved from 80% in 2016 to over 90% in some cohorts in 2018. This practice has been adopted in other departments in 2018.
The students' requests for specific textbooks is reviewed and agreed by the Programme Boards as appropriate or not. This informs the Academic Board requests and Board of Directors' provision of funds for additional books and online resources in the library.
In 2016, Students suggested the use of the WhatsApp social media platform within the student community, (with class reps as administrators) to encourage academic discussions and peer support. This initiative was rolled out to all classes and since then, we have noticed improved attendance, academic performance and progression on the course. Our retention rate is currently around 98%.
Towards the end of 2018, we piloted a Student Support & Wellbeing Survey (SSWS) and following the good level of participation and reception, this will become an annual event in the school. In this survery, students made suggestions for improvement in mental health support and facilities for

relaxation. As such, we have prioritised our staff training calendar for 2019 to include Mental Health First Aid training. The impact of this initiative will be assessed towards the end of the 2019 Academic Year.

As the College prioritises its research agenda for which we received a good practice point from the QAA in October 2017. Some potential research project proposals are co-created with students. For example, academic staff are working with students on a proposal for the evaluation of student wellbeing activities as well as in our evaluation of the existing Widening Assess and Participation Strategy. These will be submitted to the Academic Board by the end of the second term for further consideration and approval for future implementation.

Students are at the heart of the College's system for quality assurance and are engaged with this through student representation on the Board of Directors, Academic Board, Programme Board, and Welfare Committee. Our enhancement-led approach to student development is designed to gain evidence of the effectiveness or impact of the diverse deliberate steps that we take to improve the quality of the student learning experience. For example, our annual monitoring of programmes at the Departmental level, includes feedback from students, to confirm that any examples provided meet with expectations with regard to excellence in teaching. These are disseminated primarily through the College's VLE. Similarly, we propose to include students from departments under review in our periodic reviews. Students will be invited to contribute by meeting with the panel and through their own submission to the panel, using a range of formats from a short film and a SWOT analysis.

2.3 Quantitative information on teaching intensity [TQ1]

Our current Student-Staff Ratio is 15:1, which is comparable to that of top Universities in UK. 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. This explains the high rate of progression and achievement. In the 2017/18 Academic Year, the overall achievement rate was just under 90% and student retention was over 95%. This trend has improved over the years particularly for specific programmes and student cohorts. For example, the January 2018 cohort of the Diploma in Education and Training programme experienced a pass rate of over 90% in the last Academic Year which is an improvement of over 15% compared to previous cohorts. Over the last five years, we have only had excellent External Examiners' reviews of the teaching intensity for our range of disciplines and our modes of teaching. As well as in lectures, seminars and similar, our teaching staff deliver via placements sessions, workshops, supervised online learning, and 'flipped classroom' activity that enables highly productive use of contact time.

2.4 Improvement in technology and innovative approach to teaching [TQ3]

The College's significant innovation relates to technological enhancement of our learning environment. In the 2017-18 Academic Year, adopting a student-centred 'design and implementation' approach, we have enhanced access to resources by modernising our VLE, introducing a wider range of Taylor and Francis online digital resources and installing an independent lease line for internet access to enable more secure access and reliable internet supply. Receiving feedback from the DET students on the need to use interactive whiteboards in teaching practice settings, we piloted the installation of one whiteboard for training purposed in 2015. By the 2016-17 Academic Year, interactive whiteboards had been installed in all classrooms. This has improved the confidence of trainee teachers who are also required to undertake 100 hours of placement learning.

'I can confidently undertake more whiteboard related tasks with my students during my teaching practice based on the experience gained from LSME. We only asked for one and now every class has an interactive board. Brilliant.' [Diploma in Education and Training Student, 2016-17 Academic Year].

Lecture capture software has been introduced to allow remote access to live lectures for students who are unable to attend. The software permits question insertion into lecture content enabling us to assess students' access, understanding and engagement.

The College became a Signatory to the UN Principles of Responsible Management Education (PRME) in October 2017. 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. Several units/modules in the programmes we deliver have been improved by embedding the UN PRME Principles. We ensure that our study materials, processes and environment enable effective learning for responsible leadership within the institution. Students welcome the idea of paperless submissions and measures we take to ensure implementation of the UK sustainable development goals. A student made a comment as follows:

'In a recent CQC visit preparation in my organisation, I told my Manager about the need to ensure cleanliness in the environment and ensure that we are implementing the necessary measures that that demonstrates our institution is paying attention to environmental issues. I suggested to introduce monthly general cleaning and improved recycling of waste. I also suggested that our garden should be remodelled to encourage clients to use it more for walking and relaxation. I indicated it was good for their health and well-being and will also avoid unnecessary use of electricity. These measures are being implemented and my Manager is satisfied with my progress since I joined LSME.' [HND Health and Social Care Student, 2017-18 Academic Year].

2.5. Assessment and feedback [TQ3/4]

As per the current TEF Metrics for assessment and feedback, our core and split metrics are all over the benchmark. LSME strives to transform the learning experience of its students through the use of assessment and provision of appropriate feedback. Students who may be falling behind with their course work are specifically targeted and supported to secure a more positive outcome for the student. Students who are also capable and close to a higher grade are also targeted to ensure they achieve the more desirable outcome. This is achieved with staff teamwork, including additional one-to-one tutorial support and mentoring. Teachers are encouraged to give formative and summative feedbacks within one week of submission of course work to enable effective learning for the student. These approaches are evident from our student achievement and retention data which does not differentiate between the different student characteristics as evidenced in our split metrics and analysis of our internal data as shown in the figure below. Data for the small numbers of Caribbean students may not be of statistical significance. At the national level, non-continuity is higher in the black minority ethnic groups, and Caribbean students compared to their white counterparts.

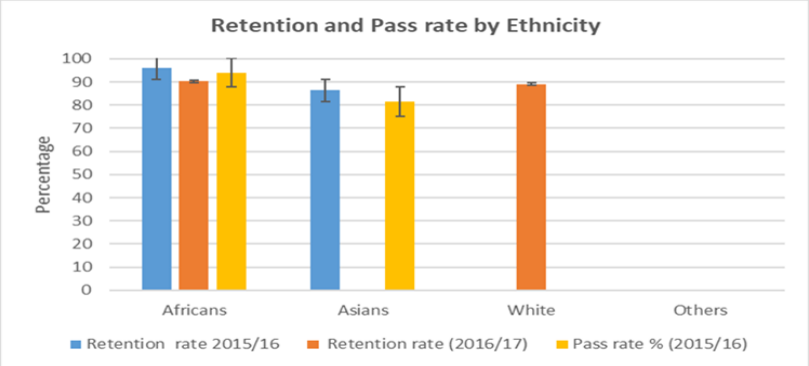

Figure: *There is no significant variation in retention and pass rates by ethnic groups. Data obtains from the 'others' category was of a very low sample size (4% of a student population of an average of 160 learners) and included black Caribbean and mixed race students. Other missing percentage categories have been suppressed due to the low sample size.*

This confirms our commitment to inclusivity and equality and a demonstration of equal access to teachers and learning resources that enables a student to attain their maximum potential in line with our values and commitment to widening access and participation. All our students are stretched to develop the right knowledge, skills and attitudes for a desirable outcome.

These practices for excellence in assessment and feedback are also testified by our External Examiners from Pearson in all the three Departments within the institution. They also confirm our processes for fair and transparent assessments and our adherence to the requirements of relevant external frameworks for HE qualifications and subject benchmark statements; the quality and quantity of feedback to students; and PSRB standards and competencies. An example is how we have incorporated some of the requirements of with the Society for Education and Training (SET) in the Diploma in Education and Training programme and the delivery of L2 literacy to facilitate their registration with SET as the first step towards obtaining their Qualified Teacher Learning and Skills (QTLS) status. We additionally consider data for individual programmes and departments within annual monitoring: this includes outcomes, which we compare to the programme, institution-wide and to historical data to inform improvement actions.

2.6 Teaching Quality and academic staff development [TQ2, LE2]

The London School of Management Education scored 91% for 'Teaching on my course' in NSS 2018, and also exceeded the sector average for England each year in a row by about 6%. This is reflected in the information from our TEF Metrics suggesting that 'teaching on my course' scored 91.3% which is 2.00 pp over the benchmark with a neutral flag in both the core and split metrics without any difference in ethnicity or subject groups.

The institution currently employs 18 individuals on academic contracts (4 with Doctorates, 5 with Masters) 7 Senior Lecturers; 4 Programme Leaders and 5 lecturers (subject-specific), and additional specialist teaching is delivered by external specialists Lecturers. This year, two additional lecturers are pursuing their PhD and one is working towards achieving an MSc.

All academic and professional staff are working towards recognition by the AdvanceHE using the guidelines from the UK's Professional Standard Framework. All key academic and non-academic staff are currently in the process of applying for AdanceHE recognition.

There is a link between our Learning &Teaching Strategy and our Research Strategy. As we push forward the agenda to develop research within the academic institution, our teachers are all expected to research and develop the culture of research-led teaching within the institution from 2019 to 2020 Academic Year. This kind of agenda is unusual in a private institution of our size, placing LSME in the forefront in the development of academic excellence.

From the 2018-19 Academic Year, our academic staff are now recognised as having a dual professional role of researchers and educators. This approach which will be evaluated at the end of the Academic Year is proposed to have a considerable impact on the student learning experience, adding value through stimulation and challenge, and through the introduction of a research-enriched curricula. To facilitate this, the College since 2014 has organised international conferences and workshops under the theme of Responsible Research and Innovations (RRI), to provide its academic staff with valuable networking opportunities. Staff are currently undergoing internal research training and developing proposals in collaboration with the students for consideration by the Academic Board. Our fifth annual educational conference takes place in London in July 2019 and this will provide a good platform for dissemination of educational research conducted within the institution with international researchers. This will allow wider dissemination of good pedagogic practice and enhancement of staff capacity which will eventually improve the learning experience of our students. Far more than an internal staff development activity, we will like to stress that over the years the conferences have significantly raised the profile of excellence within this institution by offering our staff and students the opportunity for local and international networking. Information gained from our

conferences informed the development of a research project for a staff MSc thesis on student engagement and retention which will be presented in our next international conference.

2.7 Academic staff recognition, awards and promotion opportunities [TQ2]

The College sets an annual budget for staff training and development. The overall staff cost demonstrates our commitment to teaching students and transforming people with skills as well as recognising and rewarding those who are engaged in this task. We recognise that all staff bring diverse experiences from a range of contexts and backgrounds, and we respect and encourage the development of relevant and appropriate personal practice philosophies that will support the overall development of the individual as well as foster growth and development of the institution. To date, we have integrated CPD and peer support by using feedback from External Examiners, students and staff. The current strategy entitles each staff to engage in 30 hours of internal CPD activities annually. Staff who participated in internal activities have praised this initiative, indicating they are well organised and useful sessions that enhance the quality of their day to day provision within the institution.

Seventy-five percent of the overall staff cost is allocated for direct teaching and support for that teaching; a further 10% is apportioned for professional development and scholarly activity enhancing our teachers' professional practice and subject knowledge and 15% is assigned to research and its support in the 2018-19 Academic Year. Further funding for future staff training (Doctorate, MSc) will be top on the agenda for the planning of the 2019-20 Academic Year.

The UK Professional Standards Framework is a priority in our Staff Development Plan as the institutions prepare to apply for Degree Awarding Powers. There is a consideration for a Performance Review Development Plan and Academic Career Progression process which enables future promotions to Teaching Fellow and Professor along distinctive learning and teaching practice, innovation and research route. This initiative will be introduced from the 2019-20 Academic Year as we devise further strategies to ensure progressive leadership, scholarship, personal influence, esteem and sustaining the reputation that aligns with the above positions.

2.8 Impact and effectiveness of our teaching observation scheme [TQ2]

Our periodic teaching observation aligns with the current teaching and learning strategy. Observation is undertaken by internally trained and experienced senior staff. Staff also carry out peer and inter-departmental observations. This informs individual practice and establishes a clear connection with the UKPSF requirement. It also facilitates reflection and further development of lessons and appropriate learning resources.

3. The Learning Environment

3.1 investment in teaching and learning resources [LE1]

A top priority within our Teaching and Learning Strategy is the investment in appropriate learning resources that will enhance student learning experience within the institution. Our NSS outcomes for access to learning resources was 86% (2018) which was 2% above the benchmark. This is a reflection on the systematic investment in the learning environment since 2016. LSME has invested £3.2 million to improve the physical environment for its learners. Our classrooms are spacious and conducive for learning and development. Our small classroom sizes (25 learners per class) creates an environment that maximises the attention each student receives from their lecturer. LSME ensures that the physical environment is conducive and safe for all learner and appropriate adjustments are made for physically disabled persons. 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 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.

Our learning resources take account of the range of 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 in order to maintain a student to book ratio of 5:1. The nature and type of books purchased are agreed by the Academic Board upon requests by the Programme Leaders. The Board of Directors approves the request from the Academic Board and provides the Learning Resource budget for each Academic Year. The Learning Resource Strategy is reviewed annually and approved by the Academic Board. This includes the provision and maintenance of adequate computing and library facilities and physical and digital information resources. Last year, we procured over 600 additional print publications. These enhancement initiatives were in direct response to feedback from learners. Our most recent student survey report acknowledged the improvement in the library. Over 90% of students who responded to the internal survey were satisfied with the learning recourses. Our 2018 NSS Survey had an overall student satisfaction rate of 86% for learning resources, which was a 6% improvement on the previous year's result. The College is committed to continuing the implementation of planned enhancement of learning resources in line with its strategic goals.

In addition, our interaction whiteboards with the lecture-capture software identify a student learning experience that is of high quality, technology-driven, taking place in brand new and conducive learning and teaching spaces, and facilitating student engagement, creativity and independent study that can facilitate the development of their research skills.

LSME has a robust governing body that prioritises financial sustainability so that student growth is not at the expense of the learning experience. We have created a learning community in which students can feel the sense of belonging that is crucial to the success of their studies.

3.2 Maximising the rate of retention and supporting widening access and participation strategy [LE3]

Without additional external funding, LSME developed a Widening Access and Participation Strategy in order to demonstrate that it could work effectively within the local communities and schools through an outreach programme involving staff from across all subjects in the College. The College proposed to provide academic support for underperforming students with GCSE preparation and to work with the Local Jobcentres to identify young white males who are not in education and are unemployed. This outreach programme is aimed at providing additional support in the local communities in close collaboration with external partners. To date, we are in dialogue with the Barking and Dagenham College and the Redbridge Jobcentres to facilitate the progression of this initiative. Initial discussions show positive signs of effective collaborative work with these institutions.

LSME has also maintained its high level of student retention from 2014 to date. Our overall non-continuation rate is currently approximately 1.5 % in the last two years according our HESA AP data (an improvement from 2.16% in 2016-17 under 1% in 2017-18). This is substantially more favourable than the sector's average of over 8%. Our current TEF Metrics for continuation also performed significantly above the benchmark and received two positive flags in both the split and core metrics, with a Z-score of 5.7. This is considered as a measure of the loyalty of our students and to our specific learning environment and the extent we go to provide innovative and creative ways of sustaining student motivation and drive to complete their studies.

We utilised guidelines from the Competition and Markets Authority (CMA) to ensure our students make informed academic choices that positively impact their satisfaction, progression and retention

by providing clear contractual information and a Student Charter, which articulates the mutual commitments, rights and responsibilities of our institution and our students.

3.3 The link between teaching and scholarship, research or professional practice [LE2]

All Diploma in Education and Training (DET) students who receive support and training in teaching other students in the College as part of their teaching practice are encouraged to obtain the QTLS status. LSME students on other courses, in turn, benefit from exposure to trainee teachers' knowledge of the most current pedagogic practices as well as research-informed curriculum content. Many DET students with existing postgraduate qualification are able to enhance the undergraduate students' learning experience with fresh insights and experience from their industrial, scholarly and professional practice. Practice-based learning is also evident in health and social care where students are exposed to patients and vulnerable people requiring social care. This experiential learning adds value to the learning experience of our students.

Where curriculum-specificity permits, HND students can earn academic credit for participating in research projects led by students and staff. Students are also permitted to engage in voluntary research across all departments. Students are thus exposed to research conducted in their subject disciplines with the guidance from their teaching staff who are visible as researchers or professional practitioners and have opportunities to be part of an academic's publication and further dissemination and to contribute to the development of new knowledge.

4. Student Outcomes and Learning Gain

4.1 Student achievement and progression to further education or employment [SO1/2]

Our core and split metrics indicator of 87.4% (approximately 5.4% below the benchmark) of students in employment or further education is a remarkable improvement on TEF Y3 (69%). Our actual indicator for the third of the three-year period is 92.9% which meets the expected benchmark and has a neutral flag. For a low tariff private institution, this is as a result of improvements made in the employability of our students since TEF Y3 since our internal data suggests that the majority (approximately 75%) of our low tariff students were unemployed at the time of enrolment. The overall core metric for the last three years, however, received one negative flag for employability and further studies and this also demonstrates improvement in comparison to the last TEF core metrics which received two negative flags.

The current split metrics show similar trends for all ethnic groups although it is evident that males are more likely to be in employment and further education (neutral flag) compared to females (one negative flag). This results have influenced us to focus our support for students to become self-employed particularly to those who have child care and family commitments in order to bridge the gap in employment between males and females. Employment in highly skilled jobs continues to remain below the benchmark with two negative flags.

Last year's TEF metrics 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 intensified our relationship with teaching and other recruitment agencies such as Morgan Hunt, Adecco and which helped to secure jobs for 8 DET and 6 Business students in 2017-18. A Memorandum of Understanding was signed with Caremark UK and this resulted in recruitment of 8 Health and Social Care students. This year, we have DLHE data for all programmes and this reflected in the improvement in our overall performance. 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:

Employer Engagement Strategy
A strengthened emphasis on employer engagement has helped us to drive up graduate outcomes. LSME has recently reviewed and improved its Employer Engagement to include key employers in decision making about the choice of units that are 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 in 2018. These employers have agreed to engage more with LSME and assist in the development of the potential workforce for their businesses. They are now playing an active role in the development of career workshops and delivery of some specialist lecturers in their respective professions once in a year. Employers are now being encouraged to influence scenarios and contexts used for assessment and to provide valuable insights into case studies used for seminars and workshop. Potential employers are also working closely with the College in the choice of modules and for overall customisation of the curriculum to suit their job interests and requirement. We have now established a good database of employers and their collaboration with the institution does not only address the needs of existing students but that of the alumni as well. Our recent employer engagement and career fair attracted Potential employers from Banking, recruitment agencies, local businesses including restaurants, estate and property development, care providers, officials from the Barking and Dagenham College and local Jobcentre Plus and the member of the British, Indian Turkish Business Forum. So far, about 35 students are working directly with various employers for voluntary work-placements and we are hopeful that this strategy will yield positive results for our learners in the near future.

Entrepr*eneurship 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. Our particular target is for students who are not able to leave their homes for work due to family commitments. 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 workshops also cover effective planning of resources required to get the business started. Students are also being signposted to sources of financial support for start-up businesses. Currently two HSC and 3 Business students have succeeded in starting their own businesses.

'When I started this course, my first job opportunity was when I became an unqualified social worker for my borough. Having combined this job with studies, I realised how difficult it was to joggle between caring for my family, studying and working full-time. With the training I gained from LSME and the advice provided in self-employment, I decided to consider my own business. Today, I have succeeded in establishing a Supported Living Setting in partnership with two other people. We only have four clients at the moment who are being funded by social services. I don't work for anybody at the moment and I am pleased with how flexible my working life has become. We have also offered placement opportunities for LSME students in my Supported Living Health and Social Care setting in appreciation of the training I received from LSME'. [HND in Health and Social Care Graduate, 2017-18 Academic Year].

The management of the institution is hopeful that students will continue to utilise the knowledge gained from these workshops to start a business of their own in the near future as demonstrated in the example above. We also believe it can significantly increase their chances of getting a job as it demonstrates motivation, independence and a desire to succeed.

Volunteering Opportunities
We believe that students can learn better in a practical setting and their chances of getting a job are 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 the 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 competencies they demonstrate in their volunteering roles.

Other career development opportunities for our learners include the following:

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.

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.

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.

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 lectures 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.

4.2 Career enhancement and progression for students [SO3]

Our graduate performance in the TEF metrics is negatively highlighted for highly skilled employment. Digging deeper into the numerical data, two aspects of quality are under benchmark, but the key aspects are in Highly Skilled Employment which affects the majority of students and particularly those in the IMD (Q1 and Q2) and in females. The majority of our students are mature and 64% of those are females over 30 years of age and studying after many years of leaving mainstream education. These individuals bring considerable professional and personal experience to their study, often after completion of a career or caring responsibilities. They are not, however, primarily focused on full-time high-salary employment due to their present circumstances including their family commitments and caring roles. LSME engages actively with mature learners and appreciates that they experience diverse and complex obstacles that potentially affect their aspirations to strive for highly skilled employment.

In our latest DLHE return, high ‘positive destinations’ (employment in professional jobs and/or studying at professional or PGT level) were particularly noted in the Teacher training students who entered with degree qualifications. The HND students who achieved Level 5 form approximately 60% of our student population and as such may not obtain highly skilled jobs due to the undergraduate level of their qualification. It will be interesting to observe how our new BSc students

in Business and health and social care Management will perform in terms of employment when they complete their studies. Another relevant point worth noting is that the DLHE's current 6 months' time constraint impacts our performance. We conclude that Highly skilled employment within 6 months of graduation can be a challenge to our typical student profile and graduate mobility and in the current local labour market conditions.

Nevertheless, LSME will continue to persevere in its efforts to improve the employability of its learners. Our overall 'positive destinations' measure was approximately 56%, improved marginally on 48% in the previous year. Departments who fall within the Lower-achievement on this metric are tasked with further improvement on facilitating employability of their students.

LSME in response to this metrics also plans to develop an initiative to improve highly skilled employment by working more closely with business and health and social care institutions and exploring paid internship opportunities with the public sector organisations and charities. As LSME strives to become a degree awarding institution in the near future, there is a consideration for offering such internships in Human Resources, Finance and sponsoring academic departments.

4.3 Preparation of students for further study [SO1]

At the time of admission and recruitment of students, they receive detailed career guidance and information on possible progression routes for their courses as well as employment opportunities. During the course of their study, students are encouraged to prepare their personal development plans and monitor and evaluate its effectiveness. Tutorial sessions are used to discuss these plans further and to provide additional guidance and support. Students are also given information and guidance on University open days to explore other possibilities available to them. Based on student feedback, specialists in their subject areas are also invited as guest lecturers or participants in our career day workshops.

LSME's current validation agreement with UoC affords a valuation opportunity for progression of our students into further education to obtain BSc qualification in their specific subject specialisms. Plans are on the way to increase this further to postgraduate studies such as MEd and MBA qualifications within our own institution.