

Office for
Students



Assessment for quality and standards initial conditions B7 and B8

Jews' College

Provider legal name: Jews' College

Provider trading name: London School of Jewish Studies

UKPRN: 10029147

Assessment conducted: 9 November 2023 to 5 March 2024

Reference: OfS 2024.53

Enquiries to: regulation@officeforstudents.org.uk

Publication date: 25 September 2024

Contents

Executive summary	2
Introduction and background	5
Assessment process	7
Initial condition B7: Quality	7
Initial condition B8: Standards	7
Part 1: Assessment of condition B7: Quality	9
Condition B1: Academic experience	9
Condition B2: Resources, support, and student engagement	16
Condition B4: Assessment and awards	21
Part 2: Assessment of condition B8: Standards	29
Annex A: Approach to sampling of evidence	37
Conditions B7 and B8	37

Executive summary

Type of assessment	Initial conditions B7 (quality) and B8 (standards)
For	Jews' College
Advice to the OfS on B7	The provider has credible plans that would enable it, if registered, to comply with conditions B1, B2 and B4 from the date of registration
Advice to the OfS on B8	The standards set for the courses the provider intends to provide, appropriately reflect sector-recognised standards

For providers seeking registration with the Office for Students (OfS), the OfS will assess a provider's application and relevant evidence to determine whether the provider satisfies the initial conditions of registration. For providers that applied for registration on or after 1 May 2022, this includes an assessment of whether the provider satisfies initial conditions B7 (quality) and B8 (standards) as set out in the regulatory framework (November 2022). As part of the registration process, the OfS also undertakes a risk assessment in relation to the related revised ongoing conditions of registration, to include B1, B2, B4 and B5.

As part of its assessment of initial conditions of registration B7 and B8, the OfS appoints an assessment team, including external academic experts, to undertake an assessment of quality and standards. The assessment includes a visit to the provider by the assessment team, after which it produces a report. The report does not take into account matters which may have occurred after that period.

1. This report is an independent assessment of Jews' College about its compliance with the Office for Students' (OfS) initial conditions of registration for quality (condition B7) and standards (condition B8).
2. The report shows the findings of an independent assessment team. **It does not represent a decision by the OfS about the provider's compliance with these conditions of registration.**
3. The OfS's regulatory framework sets out that a provider wishing to access the benefits of registration must register with the OfS.¹
4. As part of the registration process, the OfS must assess whether a provider satisfies the initial conditions of registration, including initial conditions B7 (quality) and B8 (standards).
5. Trading as the London School of Jewish Studies ('LSJS'), Jews' College delivers a Bachelor of Arts (BA) in Jewish Education and a Master of Arts (MA) in Jewish Education. These are

¹ See www.officeforstudents.org.uk/publications/regulatory-framework-for-higher-education-in-england/.

delivered through a validation arrangement with Middlesex University. The arrangement means that Middlesex is the awarding body for the courses that LSJS delivers.²

6. In accordance with the guidance on registering with the OfS (Regulatory advice 3),³ the OfS decided that it was necessary to undertake an assessment visit to LSJS to gather evidence and provide advice to inform the OfS's decision about whether the initial conditions B7 and B8 are satisfied. The OfS decided that this assessment should be undertaken by assessors able to provide expert academic judgement.
7. The purpose of the assessment is to provide advice to the OfS to enable the OfS to decide whether initial conditions B7 and B8 are satisfied and whether there is any regulatory risk.
8. The evidence from the assessment informs the OfS's decisions about whether to register LSJS and, if registered, whether any mitigation is necessary.
9. The OfS appointed an assessment team that consisted of two academic expert assessors and a member of OfS staff. The team was asked to give its advice and judgement about LSJS's compliance with initial conditions B7 and B8.
10. The team considered a range of information submitted by LSJS as part of its application for registration.
11. The assessment team visited LSJS in March 2024 during which time it met with students, LSJS staff and staff from the validating partner, observed teaching and toured the premises.
12. In respect of initial condition B7, based on the information it considered, the assessment team's view is that LSJS:
 - a. has credible plans that would enable it, if registered, to comply with condition B1 from the date of registration;
 - b. has credible plans that would enable it, if registered, to comply with condition B2 from the date of registration; and
 - c. has credible plans that would enable it, if registered, to comply with condition B4 from the date of registration.
13. In respect of initial condition B8, based on the information it considered, the assessment team's view is that:
 - a. the standards set in respect of any relevant awards granted to students who complete a higher education course that LSJS intends to provide, if it is registered, appropriately reflect applicable sector-recognised standards; and

² Validation enables a provider to deliver higher education when it might not otherwise have the expertise and resources to create new courses itself, or have the powers to make the award.

³ See www.officeforstudents.org.uk/publications/regulatory-advice-3-registration-of-english-higher-education-providers-with-the-ofs/.

- b. the standards applied in respect of any relevant awards granted to students who complete a higher education course that LSJS intends to provide, if it is registered, appropriately reflect applicable sector-recognised standards.

Introduction and background

14. Established in 1855 as Jews' College, and rebranding itself as the London School of Jewish Studies in 1999, LSJS operates from one campus, in Hendon, north west London. Its mission is "to transform the UK Jewish community and beyond by delivering inspiring educational programmes which transmit a lifelong love of learning and achieve excellence in teaching".⁴
15. LSJS currently delivers one undergraduate and one postgraduate degree course. Both courses are validated and awarded by Middlesex University, with the most recent revalidation being in 2021. Middlesex University has validated LSJS courses since 2014. LSJS delivers the following higher education courses:
 - Bachelor of Arts (with Honours) in Jewish Education
 - Master of Arts in Jewish Education.
16. The BA (Hons) Jewish Education is a four-year, part-time course. It is delivered as both a classroom-based course taught on campus and, since 2022, a distance learning course. There is no mixed mode of classroom and distance learning delivery offered, therefore students are enrolled onto either the on-campus or distance learning modes.
17. The MA Jewish Education is a two-year, part-time course delivered via distance learning since 2018. The course has three pathways – Leadership and Management, Teaching and Learning, and Community Education – with the pathways named on the subsequent awards, for example 'MA Jewish Education (Leadership and Management)'. The course was previously also delivered classroom-based on campus, but this mode of delivery ended in 2020 because student numbers in each cohort became too small for it to remain viable. LSJS has no current plans to reinstate classroom-based delivery of the MA on campus, though this mode of delivery remains registered with the validated partner.
18. LSJS does not have any immediate plans to expand the number of undergraduate or postgraduate courses beyond the existing BA (Hons) and MA.
19. LSJS also delivers teacher training courses – notably School Centred Initial Teacher Training (Primary) and School Direct (Primary and Secondary) – and rabbinical training. Both however are outside the scope of this assessment.
20. The majority of students on the BA (Hons) courses work full-time during the day in Jewish primary or secondary schools, in either paid or voluntary positions (students are typically teaching assistants). The majority of students on the MA also work full-time during the day, and are typically teachers, adult educators, school leaders and rabbis. To reflect this, classes for both the BA and MA take place between 15.00 and 18.00 UK time.
21. Though all students attending the classroom-based BA (Hons) course reside in the UK, the distance learning courses mainly attract students from overseas, notably Israel, South Africa, the USA and Turkey. The majority of students on the courses are Orthodox Jewish, though this is not a pre-requisite for studying the degree courses, and non-Orthodox and non-Jewish

⁴ See www.lsj.ac.uk/about-lsjs.php

students have enrolled during the lifetimes of the courses. There are a significant number of mature students on the courses, and LSJS hopes that registration with the OfS will encourage younger students to apply and enrol.

22. As of 2 February 2024, LSJS currently has 26 full-time equivalent (FTE) students across the three levels/four years of the BA (Hons) course (a headcount of 26 students in total), and 17 FTE across the two years of the MA (a headcount of 17 students in total). LSJS forecasts modest growth, to 34 FTE on the BA (Hons) and 24 FTE on the MA by 31 July 2028.
23. LSJS employs three core members of part-time academic staff and 11 on a visiting basis. There are 14 administrative and management staff employed to support the range of higher and non-higher education provision at LSJS. This includes an academic registrar and a quality assurance director.
24. LSJS has a board of governors, made up of a chair, treasurer and six governors (including governors acting as independent members of the board). As a registered charity, the board also acts as a board of trustees. The board delegates authority to the chief executive for the academic, corporate, financial, estate and human resource management of the institution.
25. LSJS has a senior management team comprising the chief executive, dean, chief financial officer, director of degree programmes, head of adult education, development director and co-heads of marketing and communication.
26. LSJS operates an academic board which meets three times a year to monitor, quality assure and confirm assessment grades and degree awards. The board comprises senior leaders of the MA and BA (Hons) degrees from LSJS, external examiners, and the link tutor from the validating partner. The validating partner's conferments office ratifies the decisions of the academic board.

Assessment process

Initial condition B7: Quality

27. LSJS submitted a quality plan and supporting evidence, as required by the OfS's guidance for providers applying for registration (Regulatory advice 3).⁵
28. The assessment team sought further evidence from LSJS (which it received) on 22 November 2023 and 15 January 2024. It then undertook an assessment visit on 4-5 March 2024, during which it met:
 - a range of students studying on all levels and years of the BA (Hons) courses (both on-campus and distance learning) and both years of the MA course
 - academic staff – both core and sessional/visiting – who teach on the BA (Hons) on-campus and distance learning courses and the MA course
 - administrative and support staff who support the BA (Hons) and MA courses
 - management staff, including the chief executive and the chair of the board of governors.
29. During the assessment visit, the team also assessed the teaching, learning resource and social spaces at LSJS's campus, and observed teaching on the BA (Hons) course. It had access to the virtual learning environment (VLE) from 18 December 2023 until the visit, and the team received a virtual demonstration of the VLE during the visit.
30. The assessment team used this evidence to provide advice on whether LSJS complied with the requirements set out in initial condition B7. B7 requires that LSJS has credible plans that would enable it, if registered, to comply with conditions of registration B1, B2 and B4, and requires it to have the capacity and resources to deliver these plans.

Initial condition B8: Standards

31. LSJS submitted information relevant to the academic standards of all of the courses it intends to provide if registered, including course documentation, programme specifications and module outlines.⁶
32. LSJS submitted evidence of student achievement in assessed work and associated records of this achievement for all of the courses it intends to provide if registered. (See also Annex A for the approach to sampling.)

⁵ See www.officeforstudents.org.uk/publications/regulatory-advice-3-registration-of-english-higher-education-providers-with-the-ofs/.

⁶ See Annex I, 'Guidance for providers on the assessment of initial condition B8 (standards)' at www.officeforstudents.org.uk/publications/regulatory-advice-3-registration-of-english-higher-education-providers-with-the-ofs/

33. Because LSJS provides a limited number of courses, the assessment team has considered information relevant to all the courses LSJS intends to provide upon registration in reaching its view on B8.
34. The 'sector-recognised standards' are set out in a document published by the OfS.⁷ These set out the standards that all registered providers are required to meet and were used by the assessment team for its assessment.
35. The 'sector-recognised standards' the OfS has identified as applicable are:
- A.1: Qualifications at each level
 - A.2: Volumes of credit
 - A.3: Qualification descriptors, specifically:
 - A.3.1 Descriptor for a qualification at Level 4
 - A.3.2 Descriptor for a qualification at Level 5
 - A.3.3 Descriptor for a qualification at Level 6
 - A.3.4 Descriptor for a qualification at Level 7
 - B: Classification descriptors for Level 6 bachelors' degrees.
36. The assessment team considered the evidence available to provide advice on whether LSJS complied with the following requirements set out in condition of registration B8: that LSJS demonstrates, in a credible manner, that any standards to be set and/or applied in respect of any relevant awards granted to students who complete a higher education course provided by, or on behalf of, LSJS (if registered), whether or not LSJS is the awarding body, appropriately reflect any applicable sector-recognised standards.

⁷ See www.officeforstudents.org.uk/publications/sector-recognised-standards/.

Part 1: Assessment of condition B7: Quality

37. This section sets out advice on whether LSJS has credible plans that would enable it, if registered, to comply with conditions B1, B2 and B4 from the date of registration.

Condition B1: Academic experience

Does LSJS have credible plans to ensure that the students registered on each higher education course receive a high quality academic experience (B1.2)?

38. The assessment team considered LSJS's plans to ensure students registered on each higher education course would receive a high quality academic experience. In doing so, the assessment team first considered the factors set out below at B1.3 alongside any other information relevant to ensuring a high quality academic experience.

Does LSJS have credible plans to ensure that each higher education course is up to date (B1.3.a)?

Advice to the OfS

39. The assessment team's view is that LSJS has credible plans to ensure that courses are up to date because the course documentation showed that courses are up to date and LSJS has taken reasonable and timely steps to monitor and review whether courses remain up to date.

Reasoning

40. The assessment team considered LSJS's course and module handbooks at Levels 4, 5, 6 and 7 which LSJS supplied alongside its quality plan. The team also considered evidence of published research undertaken by staff at LSJS in addition to reviewing CVs of all those involved in curriculum delivery and assessment. The assessment team found that the module contexts and contents are representative of current thinking and practices in the subject matter of the courses that LSJS teaches. They noted, for example, that LSJS's BA (Hons) and MA courses contain modules analysing contemporary theory and practice of immediate relevance to professional pedagogy, in addition to engagement with, analysis of and reflection upon the contemporary Jewish educational context.
41. The assessment team found that course and module handbooks include a wide variety of up-to-date, relevant sources, key articles and books, as well as recent and contemporary online resources and literature, rather than solely referring to core foundational textbooks and established monographs. Students access learning materials via both digital means and the LSJS campus library, with these resources managed by the LSJS library team. The assessment team agreed that both digital and non-digital resources contain a range of current views and contemporary subject matter on recent developments with up-to-date references, and are backed up by core and established resources alongside reputable research on key topics.

42. Similarly, course and module reading lists contain references to up-to-date academic theory and professional research. They also contain commentary on this research from different perspectives and in different media (for example, web articles, podcasts and peer-reviewed journal articles, monographs and textbooks), and how it relates to current theory and practice in Jewish education. The research published by LSJS staff and the professional CVs examined by the assessment team likewise evidence the engagement of academic staff with contemporary pedagogical theory and practice as well as ongoing professional development of immediate relevance to Jewish education, consistent with a research-led/informed approach to teaching.
43. The assessment team was satisfied of LSJS's willingness and ability to ensure that both course materials and staff development remained up to date for 2023-24. This was evidenced through discussions with the senior leadership team and BA (Hons) and MA course teams, complemented by reference to LSJS's quality plan, the refresh of its strategic plan and the key performance indicators (KPIs) impact measurement table.
44. The assessment team's discussions with link tutors from the validating partner and LSJS, and with BA (Hons) and MA course teams, were triangulated with the 2021 course revalidation documentation, academic board minutes, the educational monitoring and enhancement report, the academic module evaluation and course team minutes. This evidence satisfied the team that LSJS has a clear process for course design, approval and monitoring that gives explicit consideration to whether programme specifications and delivery materials are sufficiently up to date. For example, the annual review of the BA (Hons) courses in 2023 led to a review of all the essay question titles to ensure they better and more closely related to the learning objectives of each module, and were clearer in what was required of the students. The appropriate changes were made and approved by the validating partner.

Does LSJS have credible plans to ensure that each higher education course provides educational challenge (B1.3.b)?

Advice to the OfS

45. The assessment team's view is that LSJS has credible plans to ensure that courses have appropriate educational challenge because the documentation available demonstrates the rigour and difficulty reasonably expected of the higher education courses, in the context of the subject matter and level of these courses.

Reasoning

46. The assessment team considered LSJS's plans to ensure that each higher education course provides educational challenge. The team considered LSJS's course and module handbooks, specifications at Levels 4, 5, 6, and 7 and assessment rationale which LSJS supplied with its quality plan. The team also reviewed student assignments at all levels of study (i.e. 4 to 7), as well as the reports of external examiners for both BA (Hons) and MA courses. The assessment team's view is that course content, coursework and both formative and summative assessments required students to analyse and evaluate differing views of the topics covered to varying degrees, using reliable evidence and recent research to substantiate their arguments, to challenge their assumptions, and deepen their understanding

of theories and concepts in the discipline. The team's view was supported by the external examiners' reports which confirmed this.

47. LSJS sets course content at the appropriate academic level at Levels 4, 5, 6, and 7 which means that all students face the minimum level of rigour and difficulty reasonably expected within the context of the subject matter, and which provides opportunity for students to exhibit original ideas in particular assessments. Evidence showed that the plans for teaching and assessing at Level 6 offer greater educational challenge than those at Level 4; for example, the 40-credit Level 6 module JED 605 where students are expected to demonstrate independent learning by producing an 8,500-word research project, as opposed to the 20-credit Level 4 module JED405 where students are expected to produce a 2,000 word essay. LSJS provided strong evidence that the educational challenge provided by the MA Jewish Education is appropriate to that expected at Level 7. In keeping with expectations for courses at Level 7, LSJS requires students to undertake an extended piece of research through which the postgraduate educational experience is consolidated (i.e. module JED 750, 15,000 word dissertation).
48. Evidence from LSJS's current delivery of higher education supports the credibility of its plans because it showed that the courses provide appropriate educational challenge through the use of course content appropriate to the level. For example, during the three classes the assessment team observed, assessors saw that students were required to make sound judgements in accordance with basic theories and concepts consistent with the particular level of the module they were studying.
49. The assessment team explored the credibility of LSJS's measures to ensure courses provide educational challenge by considering whether its plans are realistic and reasonable, and sufficiently resourced. The team found that education at each level provides students with the opportunity to learn about relevant theory in each module (where appropriate) and to apply this learning in a gradually more challenging context as they progress through the levels. Assessments are designed to reflect the increased academic challenge at each level and assess all learning outcomes which are appropriate to each level. This provided further evidence to show that plans to ensure educational challenge are credible.

Does LSJS have credible plans to ensure that each higher education course is coherent (B1.3.c)?

Advice to the OfS

50. The assessment team's view is that LSJS has credible plans to ensure that its higher education courses are coherent because the submitted documentation, observed teaching delivery and discussions with staff and students demonstrate the overall coherence of the higher education courses, in the context of the subject matter and level of these courses.

Reasoning

51. The assessment team reviewed LSJS's plans to ensure the coherence of its higher education courses. It reviewed course and module handbooks for Levels 4, 5, 6 and 7, minutes of BA (Hons) and MA team meetings, assessment boards, programme voice group meetings, as

well as student engagement forms for both BA (Hons) and MA. It considered student assignments and staff feedback for all levels of study, and external examiner reports for both BA (Hons) and MA courses. Discussions with students across undergraduate and postgraduate courses, both campus-based and distance learning, in addition to engagement with staff delivering these courses, further complemented documentary evidence.

52. The assessment team considered that both the BA (Hons) and MA courses have an appropriate balance between breadth and depth of content whereby core, introductory modules lay a broad foundational base upon which increasingly focused modules in subsequent years build by way of depth. Substantial core research modules in both the BA (Hons) and MA courses are positioned immediately before the dissertation commences and facilitate a depth of study that consolidates student learning. The provision of optional modules at each level of the BA (Hons) course and on the MA course complements the substantial offering of core modules by adding sufficient breadth to the learning experience. The MA programme handbook clearly and coherently articulates the three MA course pathways and the optional module combinations that students need to select to attain the award for each.
53. Courses teach subject matter and relevant skills in an appropriate order and build upon each other throughout the courses, while introducing key concepts at the appropriate point in the course content. Both the BA (Hons) and MA courses appropriately introduce, consolidate and combine the three key elements of generic professional pedagogical theory and practice, the study of Jewish beliefs and practice and the appropriation and enactment of specific teaching and learning skills in the Jewish educational context.
54. Focused modules at each level of study provide a depth that ensures that each of the three key elements listed in paragraph 52 are sufficiently engaged in their own right. At the same time, and in addition to individual tutorial support and supervision, overall programmatic coherence is facilitated by multi-strand modules that combine the theories of general pedagogy, beliefs and practices of Judaism, and teaching and learning skills.
55. Discussions during the visit with students from all levels of study, both campus-based and distance learning, and examples of student assignments and staff feedback, demonstrate that LSJS students have the ability both to grasp the importance of each of the three particular focuses and to understand the significance and value of their combination by way of pedagogical theory and practice in the Jewish educational context. End of module evaluation forms allow students to feed back on both the quality of teaching of the module and the time sufficiency of the preparation given for the end-of-module assessments.
56. Evidence from LSJS's current delivery of higher education further supports the credibility of its plans because the courses currently being delivered are coherent.

Does LSJS have credible plans to ensure that each higher education course is effectively delivered (B1.3.d)?

Advice to the OfS

57. The assessment team's view is that LSJS has credible plans to ensure that its higher education courses are effectively delivered. In combination, the evidence referred to below demonstrates that LSJS courses have an appropriate mix of well-scheduled learning activities and methods of formative and summative assessment, along with sufficient opportunities for students to engage with teaching staff in both synchronous and asynchronous ways. LSJS courses thereby have the effective delivery expected of them as higher education courses, in the context of the subject matter and level of these courses.

Reasoning

58. The assessment team considered LSJS's plans to ensure the effective delivery of its higher education courses. Course and module handbooks provide students with structured information in respect of their studies while further relevant information is provided through face-to-face (classroom and tutorial) or digital means. The majority of teaching at LSJS occurs through an actual (campus-based) or digitally mediated (distance learning) classroom experience. Lectures and seminars are the predominant mode of pedagogical delivery complemented by small group or paired working, independent self-directed study, and individual tutorial support. Observation of three taught sessions during the site visit triangulates with documentary evidence and meetings with students to demonstrate an appropriate quality of class-based delivery. A review of LSJS's VLE evidenced effective delivery and provision of learning support materials. Student progression recorded via the educational monitoring and enhancement report has been very high (100 per cent from 2019-22).
59. The campus-based BA (Hons) Jewish Education provides students with opportunity to engage staff and their peers in larger lecture contexts, smaller seminar experiences and one-to-one interactions both within the formal classroom environment and informal break-out areas situated in LSJS buildings. The distance learning delivery of both BA (Hons) and MA Jewish Education employs digitally mediated teaching and learning in which synchronous lectures, seminars, small group and paired working, and tutorials are complemented by asynchronous virtual media (e.g. podcasts) and email exchanges. LSJS students thereby have appropriate opportunity to engage academic staff (both synchronously through face-to-face interactions and asynchronously through email) and each other, during classroom and non-teaching contexts, whether studying on campus or at a distance.
60. Documented delivery scheduling, the assessment team's discussions with students, and module-specific feedback given to students confirmed that LSJS appropriately balances the taught, supervisory and directed-study elements of course delivery, irrespective of delivery format (i.e. face-to-face or mediated). Taught sessions deliver the majority of curriculum content, seminars allowed for further concentrated exploration, while small group and paired working complements independent-guided and self-directed learning by way of consolidation. Students have scheduled individual supervision of class-based learning and research projects on a module-specific or dissertation topical basis, while student-oriented learning support

comes by way of a designated personal academic tutor. Students are provided with staff contact details and availability. Documentary evidence and feedback gathered from the assessment team's meetings with students and BA (Hons) and MA teaching staff confirmed that LSJS students readily engage their academic supervisors with relative ease.

61. Assessment details for each module are clearly stated in course and module handbooks and communicated in class and through the VLE. Formative assessment complements summative modes throughout the BA (Hons) and MA courses and the timing of such predominantly allowed for feed-forward input likely to enhance student performance in summative assessment. Nevertheless, the assessment team noted that feedback provided to students focused not only upon the assignment at hand but also included developmental points that would serve to inform future learning and assessments. At all levels of study, assessment tasks adequately reflect and help consolidate the student learning experience while being appropriately tailored (e.g. complexity and length) to specific levels of study. Evidence from the assessments that the assessment team viewed, and the views from students met during the visit, indicate that the feedback students received on both formative and summative assessments was both sufficient and timely to support their ongoing learning.
62. Evidence from LSJS's current delivery of higher education provides evidence of credible plans to ensure the effective delivery of its courses in the context of the subject matter and level of these courses.

Does LSJS have credible plans to ensure that each higher education course, as appropriate to the subject matter of the course, requires students to develop relevant skills (B1.3.e)?

Advice to the OfS

63. The assessment team's view is that LSJS has credible plans to ensure that its higher education courses require students to develop relevant skills because course and module handbook contents, scrutiny of campus-based and virtual resources, observed teaching delivery and teaching materials, in addition to discussions with staff and students, demonstrate the delivery and acquisition of relevant skills in the context of the subject matter and level of these courses.

Reasoning

64. The assessment team considered LSJS's plans to ensure delivery of the knowledge and understanding relevant to the subject matter of their degrees and level of the higher education courses. Course and module handbooks showed that knowledge and understanding relevant to the aforementioned three elements of the BA (Hons) (i.e. general pedagogy, beliefs and practices of Judaism, and teaching and learning skills) are delivered both through dedicated modules focusing chiefly on each of these elements and modules in which these elements are engaged in combination with each other. The MA Jewish Education is delivered to more advanced learners and practitioners and provides relevant knowledge and understanding in modules combining two or three of these core elements. Both the BA (Hons) and MA courses deliver aforementioned research modules in which students can undertake concentrated

study of one or more of these three elements in a manner most relevant to their interests and course specification requirements.

65. LSJS delivers a range of skills relevant to the subject matter and level of their higher education courses including, but not limited to, cognitive skills, practical skills, and transferable skills. Course and module handbooks, lesson plans, lesson observations at the site visit and meetings with students showed that LSJS required students to identify, obtain and evaluate data, provided through teaching and obtained through guided learning and independent study. Student learning and assessment also demonstrates LSJS students' ability to mobilise arguments (for and against) both orally and in written form, and to problem solve (individually and in groups), in a manner consistent with the subject and level of the course.
66. The BA (Hons) and MA courses delivered by LSJS are not specifically teacher-oriented nor teacher-training in nature; however they are undertaken almost overwhelmingly by students fulfilling paid work in classroom contexts. Though not excluding those students not so employed, the skills focus of the courses deliver professionally relevant competences (e.g. pedagogical nous, developmental awareness, lesson planning and classroom management) that develop and consolidate the skills necessary for success in an educational context, be it Jewish-centred education or otherwise.
67. Evidence from LSJS's current delivery of higher education provides evidence of credible plans to ensure that its higher education courses require students to develop relevant skills.

B1 conclusions

Does LSJS have credible plans that would enable it, if registered, to comply with condition B1 from the date of registration?

68. The assessment team considered that, overall, LSJS has credible plans to ensure, if registered, that students on higher education courses would receive a high quality academic experience.
69. The assessment team found that course documentation and evidence of monitoring and review demonstrates that LSJS's courses are and would remain up to date. The documentation reviewed, observed teaching delivery and discussions with staff and students assured the team that the courses provide educational challenge, are coherent and are effectively delivered. The team's review of course and module documentation, campus-based and virtual resources, observed teaching delivery and teaching materials, in addition to discussions with staff and students, assured the team that students acquire relevant skills appropriate to the subject matter of the courses delivered by LSJS.
70. The assessment team noted that the requirement of condition B1 is expressed as a principle that can be satisfied in different ways. The assessment team is of the view that the evidence set out above is sufficient for it to make an overall view in respect of initial condition B1. Considering its findings at B1.3.a, B1.3b, B1.3c, B1.3d and B1.3e above, and the reasoning contained therein, the assessment team's view is that LSJS has credible plans to ensure its students will receive a high quality academic experience.

71. The assessment team did not identify any broader concerns relevant to condition B1 to report to the OfS.

Condition B2: Resources, support, and student engagement

Does LSJS have credible plans for how each cohort of students would receive resources which are sufficient for the purposes of ensuring:

i. A high quality academic experience for those students

ii. Those students succeed in and beyond higher education (B2.2.a)?

Advice to the OfS

72. The assessment team's view is that LSJS has credible plans to ensure that each cohort of students will receive resources sufficient to deliver a high quality academic experience and for those students to succeed in and beyond higher education.

Reasoning

73. The assessment team toured classrooms, the library, breakout areas, wellbeing facilities and accessibility provisions for disabled students at LSJS's campus, and considered the financial commentary submitted by LSJS. The team considered that LSJS has sufficient physical resources to support the current cohort of students, while the size of rooms, versatility and multifunctionality of campus site structures allow for the easy accommodation of the moderate increase in student numbers envisaged by LSJS. Being relatively small in terms of student numbers, LSJS offers sufficient quality and quantity of support to students – this was confirmed through meetings during the visit with a representative cross-section of students (i.e. undergraduate and postgraduate, campus-based and distance learning, mature and young students) and by written student feedback and actual outcomes. LSJS also employs a mental health champion on campus.

74. The assessment team also met teaching and support staff currently delivering the BA (Hons) and MA courses and reviewed their CVs and found that they are appropriately qualified and deployed to deliver the current course effectively with its relatively small student numbers. LSJS has the capacity, ability and track record of recruiting and supporting additional staff when required. For example, sessional lecturers benefit from additional support by way of comprehensive briefing prior to entering the classroom, while newly employed members of staff undergo extended induction procedures such as blind marking exercises and teaching observation.

75. The assessment team accessed the VLE and digital facilities. It also witnessed the employment of classroom digital hardware during lesson observations, for example interactive screens, cameras and audio equipment. LSJS regularly reviews and renews its IT provision, subject to need. Digital facilities were found to be suitable, up to date and working well. The VLE contains a comprehensive range of learning resources, as well as course information and module handbooks, with reading lists that link through to digital learning resources, and provide a portal for submitting assessment.

76. Students have an email account and access to the VLE by way of a designated username and password upon enrolment. LSJS has readily accessible wi-fi throughout student-populated areas. It uses IT technicians contracted in from an external agency. These technicians remain on call through working hours and are physically available at relatively short notice and remotely accessible through mediated platforms.
77. LSJS students raised, in each of the meetings with the team, that they did not have access to its validating partner's library and students. However, LSJS sought to ensure that student learning was not compromised by this lack of access and subscribed to major digital libraries of academic texts and journals to help bolster the type and amount of digital learning resources available to its students.
78. The assessment team considered LSJS's plans on the staff resources needed to ensure a high quality academic experience and for students to succeed in and beyond higher education. The team reviewed LSJS's strategic plans and financial oversight (contemporary and projected data and commentary) and found that LSJS has appropriate staffing profiles in terms of experience and qualification, and sufficient in number relative to student cohort size and mode of study (campus based and distance learning). The team also viewed the staff structure chart and noted the organisational means for disseminating best practice and delivering complementary professional development, for example regular course team meetings.
79. The assessment team had no concerns about there being any disadvantage regarding the mode of delivery as a result of its observation of the use of IT including VLE resources and hybrid teaching, and noted the views of external examiners: for example, 'As I noted in my 2019/20, 2020/1, and 2021/2 reports, the London School of Jewish Studies programmes can serve as a model of best practice with respect to the integration of distance and on-campus learning'.
80. LSJS's current delivery of higher education provides evidence of credible plans to ensure that each cohort of students receives resources sufficient to deliver a high quality academic experience and for those students to succeed beyond higher education. The assessment team's view is that resource is sufficient and effectively deployed to provide students with careers support and advice. This support is led and primarily delivered by the career pathways director who engages students in both class-based and one-to-one contexts. Courses delivered by LSJS are undertaken almost overwhelmingly, though not exclusively, by students fulfilling paid work in Jewish educational contexts, for example as teaching assistants or, as with MA students, professionally qualified teachers or school administrators/managers. Meetings with staff and students also confirmed that a significant number of students studying at LSJS aspire to become professionally qualified teachers or educational managers.
81. LSJS is an established provider of teacher training programmes and therefore has well developed links with Jewish schools and educational practitioners across the country. Careers advice sought by LSJS students therefore tends to focus upon advancement within Jewish primary and secondary educational sectors, and the institution is well situated and has sufficient staff resource to provide such advice. Where appropriate, LSJS also provides students with access to educational providers with whom further professional experience and development might be gained. Both students and staff were clear in their meetings with the

assessment team, however, that LSJS also provides relevant and timely careers support and advice to students with no interest in working in the educational sector or commitment to the Jewish faith.

82. The assessment team concluded that, based on the evidence available, LSJS's plans to deliver sufficient resources when registered are credible.

Does LSJS have credible plans for how each cohort of students would receive support which is sufficient for the purposes of ensuring:

i. A high quality academic experience for those students

ii. those students succeed in and beyond higher education (B2.2.a)?

Advice to the OfS

83. The assessment team's view is that LSJS has credible plans to ensure that each cohort of students will receive support sufficient to deliver a high quality academic experience and for those students to succeed in and beyond higher education.

Reasoning

84. The relatively small size of LSJS and its specific subject focus (i.e. Jewish Education) enables it to provide its students with well-tailored support in timely fashion. Discussion with LSJS's senior leadership team, the refresh of its strategic plan, KPIs impact measurement table and financial commentary, showed that LSJS is also sufficiently well resourced, institutionally experienced and evidently committed to the wellbeing of its students. The team's view is that the planned growth in student numbers is moderate and does not present a risk to the delivery of a high quality academic experience.
85. Students at LSJS are supported in their academic studies by clearly structured and detailed course and module handbooks that provide information relating to, for example, learning outcomes, course schedules, key personnel, and module and assessment details, as well as relevant processes and procedures (e.g. academic misconduct, assignment submission, extenuating circumstances, and complaints and grievance). Every student at LSJS is assigned a personal tutor with whom regular, scheduled meetings take place (on campus and digitally enabled via videoconferencing software), while academic support is also provided by module tutors both in the classroom and at meetings organised relative to student requests or individual need.
86. Students confirmed during meetings with the assessment team their use of course and module handbooks to complement support from staff. The students also stated that LSJS staff are readily available, responsive and approachable through both face-to-face (on campus and at a distance) and email contact. The team's tour of the VLE and online resources showed that students are given inductions to the VLE and videoconferencing software, and are supported in their ongoing use of digital learning resources by academic and support staff.
87. LSJS has a diversity and equal opportunities policy to which it directs all students upon application and subsequent to registration upon a course of study. An application form and

admissions interview with the director of degree programmes gives students the opportunity to declare any special educational needs or disabilities (SEND), while subsequent biannual meetings with the director of degree programmes give further opportunity for such declarations in addition to augmenting or recalibrating the SEND support provided. Designated personal tutors provide ongoing complementary support while module feedback mechanisms and programme voice group meetings allowed for additional practice-enhancing opportunities for SEND students.

88. The assessment team considered course and module handbooks in respect of guidance and support on understanding, avoiding, and reporting academic misconduct. These handbooks contain explicit signposting and support for students in understanding, avoiding, and reporting academic misconduct. Students confirmed their awareness and understanding of the LSJS academic misconduct policy during the meetings with the assessment team, gained by way of course documentation and verbal advice delivered both in the classroom and during tutorials with designated personal tutors. The LSJS VLE also supports students in avoiding academic misconduct by its use of plagiarism detection software. The software allows students to subject their draft assignments to digital scrutiny prior to actual submission of their work.
89. As noted in paragraph 79, careers support and advice are available to students at LSJS. This is led and primarily delivered by the career pathways director who engages students in both class-based and one-to-one contexts. As noted in paragraph 80, LSJS is an established provider of teacher-training programmes and therefore has well developed links with Jewish schools and educational practitioners across the country. However, careers support is also provided to students with no interest in working in the educational sector or commitment to the Jewish faith.
90. The assessment team found that the director of degree programmes is responsible for providing a large proportion of student support (both academic and non-academic), which in a larger provider could pose a risk to the sufficiency of support for students. However, such a model of provision is possible given the relatively modest current and projected size of the courses. While a significant increase in student numbers would place undue strain upon the current model of support, meetings with senior members of LSJS and the financial commentary submitted reassured the assessment team that more resourcing would be provided for student support should numbers increase significantly.
91. LSJS's current delivery of higher education provides evidence of credible plans to ensure that each cohort of students will receive support sufficient to deliver a high quality academic experience and for those students to succeed in and beyond higher education.

Does LSJS have credible plans for how it would ensure effective engagement with each cohort of students which is sufficient for the purpose of ensuring:

i. a high quality academic experience for those students; and

ii. those students succeed in and beyond higher education (B2.2.b)?

Advice to the OfS

92. The assessment team's view is that overall, LSJS has credible plans to ensure effective engagement with each cohort of students which is sufficient for the purpose of ensuring a high quality academic experience for those students, and for the purpose of ensuring that those students succeed in and beyond higher education.

Reasoning

93. LSJS routinely provides opportunities for students to contribute to the development of their academic experience and higher education course while maintaining the academic rigour of courses. The assessment team considered LSJS's plans for this area. Student engagement at LSJS occurs through two formally structured means, and is complemented by informal student input through face-to-face interactions with staff in their respective capacity as, for example, module leaders or personal academic tutors and directors of study.
94. The programme voice group provides the first formal means of student engagement. The group meets twice yearly and comprises administrative and academic staff and appointed student representatives from each level of study. Programme voice group minutes demonstrate a thorough and inclusive review of matters raised by students, with arising actions being managed through an 'outstanding'/'completed' administrative process to ensure resolution and closure of matters raised. The second formal process of cohort engagement comprises module feedback forms that are completed by students on an individual basis on the completion of the respective module. These forms showed that students were given the opportunity to formally engage and feedback on the quality of their experience.
95. Matters raised through the module feedback engagement process are discussed at course team meetings and, where appropriate, fed through to relevant LSJS personnel or groups (e.g. director of degree programmes, academic registrar, board of trustees) or to its validating partner's link tutor. Examples of effective cohort engagement at LSJS include improvements in the assessment regime that resulted in a better feed-forward linkage of formative and summative assessment as well as the reduction in the number of assignments. This was implemented in response to student views on feeling over-assessed. Students in meetings with the assessment team praised the speed and quality of feedback they received.
96. LSJS's current delivery of higher education provides evidence of plans to ensure effective engagement with each cohort of students which is sufficient for the purpose of ensuring a high quality academic experience for those students, and for the purpose of ensuring that those students succeed in and beyond higher education.

B2 conclusions

Does LSJS have credible plans that would enable it, if registered, to comply with condition B2 from the date of registration?

97. The assessment team's overall view is that LSJS has credible plans to enable it, if registered, to comply with the requirements of condition B2 in relation to resources, support and student engagement.

98. The assessment team found that the tour of LSJS's premises, discussions with staff and students and the observation of its VLE and digital resources, together with the team's review of course documentation and the staff resources in place, demonstrates that LSJS provides sufficient resources for students to receive a high quality academic experience. This evidence alongside that provided by LSJS on their approach to academic support, supporting SEND students, and careers support and guidance, demonstrates that students at LSJS receive support sufficient to ensure a high quality academic experience. The team found via the opportunities for students to feedback both formally and informally that there is sufficient effective engagement with students to ensure a high quality academic experience.
99. Considering its findings at B2.2.a and B2.2.b above, and the reasoning contained therein, the assessment team's view is that LSJS has credible plans to ensure high quality resources and support, and effective student engagement.
100. The assessment team identified no broader concerns relevant to resources, support and student engagement to report to the OfS.

Condition B4: Assessment and awards

Does LSJS have credible plans to ensure that each higher education course is assessed effectively (B4.2.a)?

Advice to the OfS

101. The assessment team's view is that LSJS has credible plans that would enable it to ensure, if registered, that students are assessed effectively because the skills tested are relevant to the awards; the stretch and rigour are appropriate to the level of the courses and build in challenge as students progress through the courses; and assessments are designed in a way where students reflect on their learning and the potential for academic misconduct is minimised.

Reasoning

102. The assessment team considered LSJS's plans to ensure it assesses students effectively in a challenging and appropriately comprehensive way with reference to the subject matter of the higher education courses delivered. LSJS's assessment regime and related policy is set out in BA (Hons) and MA programme handbooks in line with its academic regulations on assessment and academic misconduct which adhere to processes and regulations set down by its validating partner. Assessment information provides students with clear information relating to submission deadlines, extenuating circumstances and specific guidance on the avoidance of academic misconduct. This is complemented by access to plagiarism detection software, which students use to review their work prior to submission.
103. LSJS uses formative and summative assessment on both the BA (Hons) and MA courses, with formative assessments feeding-forward by way of timely (i.e. before students start the summative assessment(s) for each module) feedback from module tutors, complemented where appropriate by input from academic tutors. BA (Hons) assessments comprise a spectrum of narrative assignments, including essays, presentations (oral and written), lesson

plans, and small group work. BA (Hons) summative assessment progresses in word-length from Levels 4 to 6, with assignment length differing appropriately at each level between ten credit and 20 credit modules (i.e. Level 4 at 1,500 and 2,000 words; Level 5 at 1,500 and 2,500; and Level 6 at 1,500 and 3,000). MA assessments comprise essays; case study reviews and commentaries; presentations (oral and written); and curriculum and lesson designs. All MA modules feature an essay component(s) as part of their assessment profile, requiring students to submit from between 3,500 and 5,000 words depending on the module and number of essays required (apart from the 60 credit dissertation module which requires a 1,000 word proposal and 15,000 word dissertation).

104. LSJS does not employ exams as part of its assessment profile, which is in line with its validating partner's practice. Meetings with staff and students and the review of supporting evidence (for example, minutes of LSJS assessment and progression boards, external examiner reports, annual review documentation and graduating profiles) led the assessment team to conclude that the suite of assessment methods provide the appropriate stretch and rigour, and tested relevant skills and knowledge, to ensure that students are assessed effectively.
105. To assess whether LSJS's assessment processes provide stretch and rigour consistent with the level being assessed, the assessment team considered samples of student work and academic feedback from all levels of study (i.e. 4 to 7). Within the sample, tasks set for both formative and summative assignments were appropriate to the level of the assessment, and the contents of the assignments were appropriately comprehensive overall and tested the relevant knowledge, understanding and skills of the courses delivered; academic feedback for both formative and summative assessments was rigorous, timely and constructive.
106. LSJS's current delivery of higher education provides evidence of credible plans to ensure that students are assessed effectively.

Does LSJS have credible plans to ensure that for each higher education course assessment is valid and reliable (B4.2.b)?

Advice to the OfS

107. The assessment team's view is that LSJS has credible plans to ensure that for each higher education course assessment is valid and reliable. Assessment on the BA (Hons) and MA courses takes place in a manner which is consistent between students and in a way that results in students demonstrating knowledge and skills as intended by the design of each assessment. Marking, moderation and external examining processes were found to be robust and credible.

Reasoning

108. The policies set out in programme handbooks and specific assessments detailed in module handbooks, combined with the review of a sample of student assignments, led the assessment team to conclude that the course assessment regime employed by LSJS ensures validity in that students demonstrate knowledge, understanding and skills in the way intended by the design of the assessment employed. The assessment team considered that formative

and summative assessments at undergraduate level, and summative assessments at postgraduate level, are designed to allow students to demonstrate knowledge, understanding and skills associated with one or more of the three key elements: general pedagogy; beliefs and practices of Judaism (see paragraphs 52 and 53); and teaching and learning skills. The assessment team viewed documentation on proposed essay title and structure variations, course and module changes proposed via the educational monitoring and enhancement report, and the most recent revalidation of the courses by its validating partner. The team noted that module assessments set by LSJS are ratified and regularly reviewed by the validating partner.

109. The assessment team also explored whether LSJS's assessment of its BA (Hons) Jewish Education and MA Jewish Education courses was reliable in requiring students to demonstrate knowledge, understanding and skills in a manner consistent between registered students and over time, as appropriate in the context of developments in the content and delivery of these courses. In addition to samples of marked student assignments, the assessment team scrutinised the minutes of LSJS assessment and progression boards, external examiner profiles and reports, as well as examples of annual reviews, and graduating profiles. The team also considered the marking practices and induction processes for newly appointed and visiting staff, as well as moderation processes through which final agreed marks are reached. The team found that the marking process is robust and effective. All summative assessments at LSJS are double marked, followed by a discussion between markers to agree each grade, and ten per cent of assessments are subsequently moderated by the external examiners. The double marking process is very prompt, with comprehensive developmental written feedback, including comments from both markers, given to students within LSJS's 15 working day timeframe. This promptness is assisted by the modest cohort size. The validating partner does not require double marking of all summative assessment and therefore LSJS may review these practices, with its validating partner, if a growth in student numbers may affect the timescales for marking. The team also concluded that the recording, management and processing of student assessment is detailed, consistent and fair, as well as resulting in assessment profiles in which the same marks were awarded to students demonstrating the same level of achievement.
110. The assessment team noted via meetings with LSJS staff, which included newly employed members of teaching staff, that reliability is further enhanced by way of new staff undergoing extended induction procedures such as blind marking exercises and teaching observation, while sessional lecturers also benefitted from additional support in the form of a comprehensive briefing prior to entering the classroom.
111. LSJS's current delivery of higher education provides evidence of credible plans to ensure that for each higher education course assignment is valid and reliable.

Does LSJS have credible plans to ensure that for each higher education course the academic regulations are designed to ensure that relevant awards are credible (B4.2.c)?

Advice to the OfS

112. The assessment team's view is that LSJS has credible plans to ensure that for each higher education course the academic regulations are designed to ensure that relevant awards are credible. The academic regulations and LSJS's application of them ensure that all awards granted reflect students' knowledge and skills, and that changes over time in terms of the number of awards granted and the classifications attached to them can be effectively monitored.

Reasoning

113. The assessment team considered the academic regulations governing the higher education courses delivered by LSJS which, as a validated institution, are informed by those of its validating partner. LSJS is subject to its validating partner's procedures and regulations in respect of the assessment of students' work, student discipline relating to academic matters, the requirements for relevant awards, and how it determines classifications. The assessment team's view is that these regulations are sufficiently robust to ensure the credibility of student achievement and of awards granted. This is because they clearly set out an effective and consistent approach to the assessment and grading of students' work (including academic misconduct processes); the requirements for awards in terms of credit; and the methods used to determine classifications of those awards.

114. The evidence seen within assessed student work; assessment board minutes and paperwork; and the annual educational monitoring and enhancement report demonstrates that these regulations are being applied consistently and accurately by LSJS. Regular meetings and communication between LSJS and the validating partner ensures that LSJS is made aware of and can act upon any changes to regulations. The regulations are primarily disseminated to students via the programme handbooks, and students confirmed their familiarity with and understanding of them during meetings with the assessment team.

115. LSJS undergoes periodic review to satisfy its validating partner's quality assurance procedures and regulations. Revalidation documentation showed that the most recent review of LSJS provision was completed in July 2021, and that the next review is scheduled to occur in 2026. The review was conducted by a panel including representation from the validating partner and external academic assessors. It took the form of a one-day event supported by a documentary evidence base and a series of meetings with LSJS staff and students. The review resulted in a positive conclusion on the quality and standards of the courses and their assessment. The assessment team found that the review process was sufficiently robust to test the currency and validity of LSJS's courses and the credibility of its awards.

116. The assessment team found that periodic review of LSJS provision is complemented by the ongoing liaison and regular meetings between two designated institutional representatives, its validating partner's link tutor and the link tutor at LSJS. This is in addition to scheduled student assessment matters (e.g. progression and awards, annual review) and issues referred to its validating partner on an ad hoc basis (e.g. minor module modifications). The assessment team met with the respective link tutors as part of its onsite visit and considered the relationship to work successfully and complemented scheduled modes of periodic and annual review and ongoing organisational interactions. The assessment team concluded that these reviews and regular dialogues, combined with the aforementioned procedures and

processes (e.g. annual monitoring, course team meetings, induction of new staff), ensure a constancy in application by LSJS of the academic regulations mandated and quality assured by its validating partner.

117. The documentation reviewed by the assessment team (e.g. module evaluations carried out by teaching staff at the end of each module, BA (Hons) and MA team meeting minutes, and proposed essay variations) and the discussions with BA (Hons) and MA staff members evidenced the ongoing review and occasional modification of assessment tasks (e.g. essay titles, length and number) in light of student feedback and collegial review, and with the agreement of its validating partner. This evidence demonstrated that LSJS is actively managing its assessment instruments both alongside its validating partner and in line with the academic regulations. For example, in 2021, changes were made to the structure of the BA (Hons) course during its revalidation to reduce the number of ten credit modules and increase the number of 20 credit modules. This was in response to student feedback on the fragmented nature of parts of the course and the assessment burden caused by studying a greater number of modules. Ongoing student feedback at programme voice group meetings has monitored the success of the changes.
118. LSJS's current delivery of higher education provides evidence of credible plans to ensure that, for each higher education course, the academic regulations are designed to ensure that relevant awards are credible.

Does LSJS have credible plans to ensure that, for each higher education course, the academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course (B4.2.d)?

Advice to the OfS

119. The assessment team's view is that LSJS has credible plans that would enable it to ensure, if registered, that in respect of each higher education course, academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course. The academic regulations include technical proficiency in the English language as part of its grading criteria for assessments at both undergraduate and postgraduate level.

Reasoning

120. The assessment team considered LSJS's plans to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course. At present, the director of degree programmes interviews every applicant to higher education courses and, if concerned about their technical proficiency in the English language, sets the applicant a formal written academic assignment which must be passed to gain entry. The assessment team considered the requirements of the formal written academic assignment to be sufficiently rigorous to enable an informed evaluation by LSJS of the linguistic proficiency of the prospective student. The assessment team noted that English language proficiency is advertised by LSJS as a

requirement for its BA (Hons) course but not for its MA course. LSJS's practice here does not align with its validating partner's requirement for formal qualifications in English language proficiency and, as a result, any future rise in applications to its courses would place more demand upon the director of degree programmes and pose a risk to the effective assessment of proficiency in the English language at entry. The LSJS link tutor stated, at the assessment team's meeting with the link tutors, that LSJS planned to ensure greater alignment with its validating partner's requirements in respect of the certification of English language proficiency.

121. The assessment team also had opportunity to verify the technical proficiency in the English language of LSJS students at all levels in aural, oral and written form by way of sampling summative assignments, speaking with a cross-section of students in three scheduled meetings and during three classroom observations. For example, the classes observed contained students for whom English was not their first language and the assessment team noted the technical proficiency demonstrated by these students to be of a level appropriate to the requirements of their academic studies.
122. The assessment team also considered the technical proficiency of the written English demonstrated by student assessments and noted that the grade characteristics employed by LSJS include reference to English language use. The team concluded that the linguistic proficiency exhibited at all levels of academic study appropriately reflected the requirements of applicable higher education courses, while the marking and feedback of student assessments paid appropriate attention to relevant grading criteria.
123. LSJS's current delivery of higher education provides evidence of credible plans to ensure that, for each higher education course, the academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course.

Does LSJS have credible plans to ensure that relevant awards granted to students are credible at the point of being granted and when compared to those granted previously (B4.2.e)?

Advice to the OfS

124. The assessment team's view is that LSJS has credible plans to ensure that relevant awards granted to students reflect students' knowledge and skills and are therefore credible at the point of being granted and when compared to those granted previously. It has the appropriate processes in place via its assessment board and external examining procedures to ensure this continues.

Reasoning

125. The assessment team considered that the awards granted by LSJS to its higher education students reflect the relevant knowledge, understanding and skills associated with the BA (Hons) Jewish Education and MA Jewish Education. The team's review of assessment design and of students' assessed work showed that students were required to, and did, demonstrate levels of knowledge, understanding and skills in areas relevant to the subject matter of the

course, and at the level appropriate for the module and course being studied. The team also concluded that LSJS effectively assesses students by using valid and reliable modes of assessment. The academic regulations governing the assessment regime are credible and consistently applied and therefore ensure that assessment and the subsequent awards granted are credible. The assessment team was satisfied that LSJS and its validating partner are keeping under review the credibility of the awards being granted over time. This was demonstrated by evidence of the ongoing process of module evaluations carried out by teaching staff at the end of each module, the annual educational monitoring and enhancement report and its discussion at the validating partner's academic board, discussion during assessment boards, and LSJS's engagement with its external examiners.

126. The assessment team's analysis of assessed student work showed that awards are based on students demonstrating the appropriate levels of knowledge and skills demonstrated, as discussed at paragraphs 110, 126 and 164. The assessment team also found that assessment is valid, reliable and consistent over time, as discussed at paragraphs 109-110. In addition, the assessment team found that the number and classifications of awards granted by LSJS were credible both at the point of being granted and longitudinally (compared to those previously granted), as well as in comparison with other higher education providers. Though the number of awards granted over time is too small to identify statistical trends of any significance (see paragraph 163), the data available does not indicate any noteworthy changes, and there had been no change to the algorithm by which classifications are calculated over the timeframe reviewed. The assessment team's findings were evidenced via assessment board minutes where the credibility of proposed grades and awards, particularly for students with grade profiles on the borderline, were discussed (see paragraph 128); in the educational monitoring and enhancement report, where longitudinal data was presented showing that the percentage of awards granted was consistent over time (in part due to the small student numbers); and by the external examiners who reported that courses were comparable to those in other UK higher education providers with which they were familiar, and that the standards were appropriate to the qualifications and compared favourably to similar work they had seen elsewhere.
127. The assessment team considered the number of awards granted by LSJS at both undergraduate and postgraduate levels, as well as the classifications of these awards. The team also considered the longitudinal profile (regarding number and classifications) and comparative nature of these awards in respect of other higher education providers. The assessment team concluded that the number and classifications of awards made over time by LSJS were appropriate. The team also noted that the classification of all awards is governed by the validating partner's numeric processes which consider students' profiles and the proportion of grades (for modules at Levels 5 and 6 for undergraduate; and Level 7 for postgraduate) distributed into each class (1st, 2.1, 2.2, 3rd for undergraduate; distinction, merit and pass for postgraduate). Awards are agreed at LSJS assessment boards, which are attended by the link tutor from the validating partner. Awards for students with borderline profiles are determined by a set of criteria defined in the validating partner's regulations. They are discussed at assessment board meetings, and are checked by the validating partner ahead of any award being made. This ensures the consistency over time of any discretion being exercised.

B4 conclusions

Does LSJS have credible plans that would enable it, if registered, to comply with condition B4 from the date of registration?

128. The assessment team considered that, overall, LSJS has credible plans to ensure, if registered, that it would comply with the requirements of condition B4 with reference to assessment and awards.
129. The assessment team found that LSJS's course documentation, the academic regulations it follows, its assessment and marking procedures, and its students' assessed work and feedback demonstrates that students are effectively assessed, and that those assessments are valid and reliable. This – plus evidence of recent course revalidation and periodic review – demonstrates that LSJS's academic regulations are designed to ensure that relevant awards are and remain credible. The assessment team found that LSJS's admissions procedures, standards evident in students' assessed work, and the engagement of students during observed teaching demonstrated that academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the courses. The team found, through students' assessed work, assessment board processes and external examining procedures, that LSJS has the appropriate processes in place to ensure that relevant awards granted to students are credible at the point of being granted and when compared to those granted previously.
130. Considering its findings at B4.2a, B4.2b, B4.2c, B4.2d and B4.2e above, and the reasoning contained therein, the assessment team's view is that LSJS has credible plans to ensure students will receive a high quality academic experience.
131. The assessment team identified no broader concerns relevant to assessment and awards to report to the OfS.

Part 2: Assessment of condition B8: Standards

Requirement

Does LSJS demonstrate in a credible manner that the standards set for the courses it intends to provide, if it is registered, appropriately reflect any applicable sector-recognised standards?

Advice to the OfS

132. The assessment team's advice is that the standards set for the courses LSJS intends to provide, if it is registered, appropriately reflect applicable sector-recognised standards.

Reasoning

A.1: Qualifications at each level

133. The titles LSJS has adopted for the qualifications to which its courses lead convey appropriate information about the level of the qualification, the volume, nature and field of study undertaken. The evidence from programme specifications for each of the following indicates that LSJS's qualification titles are not misleading.

134. **BA (Hons) Jewish Education (on campus and distance learning), Level 6:** The programme specification in its section on aims and programme outcomes accurately identifies the qualification as appropriate for continuation towards Qualified Teacher Status (QTS) or a Jewish educational professional career path.

135. **MA Jewish Education (on campus [validated, but not currently running] and distance learning), Level 7:** The programme specification in its section on aims and programme outcomes accurately identifies the qualification as appropriate for professional Jewish educational leadership with an emphasis on skills for ongoing self-directed educational development. Its route to MA section accurately outlines the various specialised pathways or 'badges' which are included in the award certificate, namely:

- MA Jewish Education (Leadership and Management)
- MA Jewish Education (Teaching and Learning)
- MA Jewish Education (Community Education).

136. The above require 90 credits of 'compulsory' modules and 30 credits of 'optional' modules (plus 60 credits for dissertation).

137. The qualifications to which LSJS's courses lead are located at the correct level of study. The bachelors' degrees are at Level 6 and the masters' degrees at Level 7. This appropriately reflects the levels at which these qualifications would be expected to be located in Table 1 of the sector-recognised standards document.

138. The assessment team's advice, therefore, is that the courses LSJS intends to provide, if registered, appropriately reflect the sector-recognised standards set out in part A.1 of the sector-recognised standards.

A.2: Typical volumes of credit for qualifications

139. LSJS has adopted a credit system to define the volume of learning expected of students, and each of its courses is described in relation to the credit volumes set out in Table 2 of the sector-recognised standards. This can be seen in the programme specification for each course, and the module outline for each module. As outlined in the programme structure in the programme handbooks:

- a. The MA has a total of 180 credits, all of which is at Level 7. This appropriately reflects the typical credit values in Table 2 of the sector-recognised standards, which expects a total of 180 credits with a minimum of 150 credits at Level 7. The section on programme structure in the programme handbook clearly and accurately indicates the volume of study required in terms of 360 credits.
- b. The BA (Hons) has a total credit value of 360 credits, with 120 credits at each of Level 4, 5 and 6. This appropriately reflects the typical credit values in Table 2 of the sector-recognised standards, which expects a total of 360 credits with a minimum of 90 credits at Level 6.
- c. The interim exit award Diploma of Higher Education (DipHE) at Level 5 has a total credit value of 240 credits, with 120 credits at each of Level 4 and 5. This appropriately reflects the typical credit values in Table 2 of the sector-recognised standards, which expects a total of 240 credits with a minimum of 90 credits at Level 5.
- d. The interim exit award Certificate of Higher Education (CertHE) at Level 4 has a total credit value of 120 credits, all of which is at Level 4. This appropriately reflects the typical credit values in Table 2 of the sector-recognised standards, which expects a total of 120 credits with a minimum of 90 credits at Level 4.

The above undergraduate level credit volumes are all stated clearly and accurately in the programme structure section of the BA (Hons) programme handbooks.

140. The team assessed the volume of learning during discussions with students (eight BA (Hons) and four MA students) to gauge their own sense of workload, and from observation of three taught sessions to generate an expert sense of the expectation of workload within a classroom setting. These were assessed alongside the evidence from programme and module timetables for contact time; student assignments for assessment workload (55 BA (Hons) assignments, 34 MA assignments); programme voice groups and module evaluation reviews for any evidence of student complaints about workload; and for reflections on student workload according to staff (both internal and external) from the 2021 revalidation review, educational monitoring and enhancement reports, and external examiner reports for both the BA (Hons) and MA levels. The team considered that the volume of learning conducted commensurate with the sector-recognised standards credit volumes.

141. LSJS has ensured that each credit equates to ten learning hours. This can be seen in the programme specifications for each course, which state this clearly and are consistent with the sector-recognised standards.

142. The assessment team's advice, therefore, is that the courses LSJS intends to provide, if it is registered, appropriately reflect the sector-recognised standards set out in part A.2 of the sector-recognised standards.

A.3: Qualification descriptors

143. The MA course appropriately reflects the first part of the descriptor for a higher education qualification at Level 7, set out in paragraph 31 in section A.3.4 of the sector-recognised standards. The programme specifications for the MA Jewish Education course include the programme outcomes that refer to all the appropriate required learning outcomes that students must demonstrate. That is, they approximate adequately with regard to 'contemporary issues' and 'theoretical and practical' techniques, although there is no explicit reference to original applications of knowledge (sector-recognised standards, paragraph 31).
144. The module outlines for core and optional MA modules adequately address the required learning outcomes that students must demonstrate. The modules clearly communicate the nature and field of study in terms of an appropriate set of modules which closely map onto a range of pedagogical/vocational and academic topics entirely appropriate for Jewish education and educational leadership at MA level. Its curriculum map section maps the various modules onto required knowledge/understanding and cognitive/practical skills in a transparent and accurate fashion when compared to the various module narrative learning outcomes. The modules are also accurately mapped onto the curriculum map for each of the MA specialisms/pathways (generic, leadership and management, teaching and learning, and community education).
145. The BA (Hons) course appropriately reflects the first part of the descriptor for a higher education qualification at Level 6, set out in paragraph 25 in section A.3.3 of the sector-recognised standards. The programme specifications for the BA (Hons) Jewish Education include the programme outcomes that refer to all the appropriate required learning outcomes that students must demonstrate. That is, they approximate adequately with regard to 'contemporary issues' and 'theoretical and practical' techniques, although there is no explicit reference to original applications of knowledge (sector-recognised standards, paragraph 31).
146. The module outlines for core and optional modules for the BA (Hons) Jewish Education addresses the required learning outcomes that students must demonstrate. The programme of study clearly presents the nature and field of study in terms of a good selection of 'compulsory' and 'optional' modules which closely map onto a range of pedagogical/vocational and academic topics that are entirely appropriate for Jewish education at BA (Hons) level. Its curriculum maps the various modules onto required knowledge/understanding and cognitive/practical skills in a transparent and accurate fashion when compared to the various module narrative learning outcomes.
147. The Level 5 DipHe qualification appropriately reflects the first part of the descriptor for a higher education qualification at Level 5, set out in paragraph 19 in section A.3.2 of the sector-recognised standards. The descriptor relates to a Foundation degree qualification which Table 2 of the sector-recognised standards states has the same minimum volume of credit as a DipHe. LSJS's Level 5 diplomas are designed to meet all the expectations of the qualification descriptor and do so. The programme specifications for the BA (Hons) Jewish Education sets out the requirements for the Level 5 intermediate award by reference to its validating partner's regulations concerning Diplomas. The module outlines for core and option

modules that lead to the Level 5 intermediate award address the required learning outcomes that students must demonstrate and are accurately mapped onto the curriculum map.

148. The Level 4 CertHE qualification appropriately reflects the first part of the descriptor for a higher education qualification at Level 4, as set out in paragraph 14 in section A.3.1 of the sector-recognised standards. The programme specification for the BA (Hons) Jewish Education sets out the requirements for the Level 4 intermediate award by reference to its validating partner's regulations concerning Certificates. The module outlines for core and option modules that lead to the Level 4 intermediate award address the required learning outcomes that students must demonstrate and are accurately mapped onto the curriculum map.

149. The assessment team's advice, therefore, is that the courses LSJS intends to provide, if registered, appropriately reflect the sector-recognised standards set out in part A.3 of the sector-recognised standards.

B: Classification descriptors for Level 6 bachelors' degrees

150. Part B of the sector-recognised standards is relevant to LSJS's Level 6 BA (Hons) course. The course design appropriately reflects the classification descriptors set out in Table 3 of the sector-recognised standards. References to degree classifications map on to its validating partner's regulations.

151. The assessment team's advice, therefore, is that the courses LSJS intends to provide, if registered, appropriately reflect the sector-recognised standards set out in part B of the sector-recognised standards.

Requirement

Does LSJS demonstrate in a credible manner that the achievement of students on the courses it intends to provide, if it is registered, appropriately reflect applicable sector-recognised standards?

Advice to the OfS

152. The assessment team advises that the achievement of students on the courses LSJS intends to provide, if it is registered, appropriately reflects applicable sector-recognised standards.

Reasoning

A.1: Qualifications at each level

153. Awards made to students appropriately reflect the titles set out in the programme specification for each course. The educational monitoring and enhancement report and assessment boards confirm the following award titles:

- MA Jewish Education (currently only delivered as distance learning) with specialisms/pathways

- BA (Hons) Jewish Education (currently delivered on-campus and distance learning, though distance learning mode commenced in 2022 and has not yet reached BA (Hons) award stage).

154. It is clear from the team's examination of evidence that the content and assessment of the modules within these programmes do appropriately reflect the award titles. This was demonstrated by: assessment submissions and feedback (55 BA (Hons) assignments and 34 MA assignments), which provided direct evidence of the level of work assessed; recent external examiners' reports, which provided the view of subject specialists; and a revalidation report, which provided evidence of programme level requirements by the validating institution.

A.2: Typical volumes of credit for qualifications

155. The assessment team examined papers from assessment boards in 2022 and 2023, specifically the confidential appendices, and this documentation was triangulated with discussions at the visit with the director of degree programmes, quality assurance director, academic registrar, and dean, and with the link tutor from its validating partner. The assessment team was satisfied that awards were made to students who accumulated the volume of credit necessary for an award as set out in the relevant programme specification and in Table 2 of the sector-recognised standards.

156. The assessment team meeting with BA (Hons) course staff indicated that the change of the dissertation module to a long-thin format, and the move from fewer ten-credit to greater 20-credit modules (approved by its validating partner), were initiated in part by student feedback on workload. Recorded completion rates are very high. The assessment team also scrutinised two referrals of students with borderline profiles made to its validating partner in 2022, and one referral made in 2023, to determine the appropriate degree classification. The team's view is that the referral process between LSJS and its validating partner functioned effectively, supported by regular formal meetings and frequent informal communications, ensuring that students were awarded the correct volume of credits.

A.3: Qualification descriptors

157. The achievement of students awarded, or not awarded, an MA Jewish Education appropriately reflects both parts of the descriptor for a higher education qualification at Level 7, set out in paragraphs 30-34 in section A.3.3 of the sector-recognised standards. For example:

- a. The assessment team considered a random sample of student work from core and optional modules at Level 7. This indicated that the course is informed by developments at the forefront of the academic and professional discipline: the graduating student spreadsheets confirm a good range of relevant course modules completed, and the learning materials observed on the VLE and in the classroom confirm the level of scholarship in the literature engaged.
- b. The students showed originality in the application of knowledge (for example, when generating class plans) and they understood how the boundaries of knowledge are advanced through research (feedback on student work reflects appropriate student engagement with ambiguity and limits to knowledge). Students were able to deal with complex issues both systematically and creatively (student work included essays of

adequate length and group presentations to confirm appropriate levels of systematic and creative planning) and they showed originality in tackling and solving problems (student feedback confirmed development of arguments and problem solving). They had the qualities needed for employment in circumstances requiring sound judgement, personal responsibility and initiative in complex and unpredictable professional environments (student work confirmed completion of courses focused on methodological principles and professional practice and appropriate Jewish education-related approaches). This sample showed good alignment with relevant descriptors. In all regards, and despite a range of grades awarded, high levels of attainment and progression were clear from graduating student spreadsheets and assessment board documentation.

- c. The assessment team considered all the assessed work for a sample of individual students awarded an MA Jewish Education such that their achievement could be considered in aggregate. The sample included eight students graduating in January 2022, five in July 2022, and four in January 2023. Their work considered in aggregate was found to align well with relevant descriptors. This sample showed that, across the board, the Level 7 descriptors are being met consistently.

158. The achievement of students awarded, or not awarded, a BA (Hons) Jewish Education appropriately reflects both parts of the descriptor for a higher education qualification at Level 6, set out in paragraphs 25-29 in section A.3.3 of the sector-recognised standards. For example:

- a. The assessment team considered a random sample of student work from core and optional modules at Level 6 which evidenced good alignment with relevant descriptors. This indicated that the course is systematic and draws upon the forefront of disciplinary knowledge (the graduating student spreadsheets confirm wide range of relevant course modules completed).
- b. The course teaches established disciplinary approaches (student work confirmed completion of courses focused on methodological principles and professional practice and appropriate Jewish Education-related approaches), argumentation and problem solving (student work confirmed completion of courses that required appropriate level development of arguments and problem solving and planning), limits and ambiguity of knowledge (feedback on student work reflects appropriate student engagement with ambiguity and limits to knowledge), self-managed learning (student work and feedback confirmed completion of self-managed learning such as essay work and 'individual research' projects). The course also teaches use of scholarly and primary sources (student work evidenced this to an adequate level), project work (student work included 'individual research' projects), communication to a non-expert audience (a number of modules focus on communication at a various registers, especially for children), and learning abilities for further education (student work and feedback confirmed theoretical and practical understanding of learning, and the modules are appropriate foundations for future learning). In all regards, and despite a range of grades awarded, very high attainment and progression was evidenced by graduating student spreadsheets and assessment board documentation.
- c. The assessment team considered all the assessed work for a sample of individual students awarded a BA (Hons) Jewish Education such that their achievement could be

considered in aggregate. The sample included five students graduating in 2022 and five in 2023. All were awarded an honours degree. This sample of student achievement showed that, across the board, the Level 6 descriptors are being met consistently.

159. The assessment team's advice, therefore, is that the achievement of students on the courses LSJS intends to provide, if it is registered, appropriately reflects the sector-recognised standards set out in part A.3 of the sector-recognised standards.

B: Classification descriptors for Level 6 bachelors' degrees

160. Part B of the sector-recognised standards is relevant to the achievement of students awarded Level 6 degrees with honours.

161. All the skills and attributes in Table 3 of the sector-recognised standards are relevant to students on LSJS's courses. The achievement of students awarded a BA (Hons) Jewish Education appropriately reflects the descriptor set out in Table 3 of the sector-recognised standards. For example, the educational monitoring and enhancement report and assessment board minutes confirm:

- In 2019-20, three students were awarded: two achieved 2:1s, one achieved a 2:2
- In 2020-21, four students were awarded: all achieved 2:1s
- In 2021-22, five students were awarded: one achieved a 1st, three achieved 2:1s, one achieved a 2:2
- In 2022-23, five students were awarded: two achieved 1sts, two achieved 2:1s, one achieved a 2:2.

162. The assessment team's view is that the levels of attainment of the classifications were appropriate and in line with Table 3 sector-recognised standards descriptors of skills and attributes. This was confirmed by the team's review of the assessments and feedback and the overall module grades awarded to graduating students. Recorded student progression has been very high (100 per cent from 2019-22). The sector-recognised standards class descriptors concerning knowledge and understanding; initiative and personal responsibility; ability to reflect critically and independently; and problem-solving skills were all consistently represented in the feedback and range of grades awarded for each student.

163. All the outcomes in Tables 4 to 7 of the sector-recognised standards are relevant to students on LSJS's courses. The assessment team took the view that the outcomes in Table 8 of the sector-recognised standards are not relevant to the students on LSJS's courses because these courses are not accredited by a professional, statutory or regulatory body and do not contain rules or conventions set by a relevant discipline-specific regulator or industry.

164. The achievement of students awarded, or not awarded, a BA (Hons) Jewish Education appropriately reflects the descriptor set out in Tables 4 to 7 of the sector-recognised standards. For example, with reference to external examiner reports (which the team noted are consistently positive), and module feedback, there is evidence that the S sector-recognised standards RS classification descriptors concerning knowledge/understanding together with cognitive, practical and transferable skills were all consistently addressed in the

feedback and range of grades awarded for each student on both the BA (Hons) Jewish Education and MA Jewish Education.

165. The assessment team noted that the most recent external examiner reports are positive about both the MA and BA (Hons) courses. For example, one report noted that excellent standards apply equally to the on-campus and distance learning modes of delivery. The report observed that 'the programmes and curricula have a coherent design. Learning aims were clearly defined and there was an impressive diversity of topics as well as an extensive range of different types of assessment, providing students with a solid and rigorous grounding in key topics in Jewish education whilst enabling them to tailor the programme to their own areas of interest.' The report also observed that course and module leaders were sensitive to recent developments in Jewish education and took great care to ensure that the course content was regularly updated to reflect the latest state of the academic field and associated profession.
166. The assessment team's concluding advice is that the achievement of students on the courses LSJS intends to provide, if it is registered, appropriately reflects the sector-recognised standards set out in part B of the sector-recognised standards.

Annex A: Approach to sampling of evidence

Conditions B7 and B8

1. Because LSJS provides a limited number of courses, it was deemed proportionate and representative to include all of the courses in information or samples of information to be requested from LSJS.
2. As requested by the assessment team, LSJS provided all programme specifications and all module outlines/handbooks for all the courses it intends to provide, if it is registered. The assessment team considered this an appropriate sample to enable it to advise on whether the standards set for the courses LSJS intends to provide, if it is registered, appropriately reflect any applicable sector-recognised standards.
3. As requested by the assessment team, LSJS provided evidence of student achievement in assessed work, and associated records of this achievement, for all the courses it intends to provide, if it is registered. The assessment team requested and received student work, the applicable assignment briefs, grades awarded and feedback given. The assessment team considered the following randomised sample of student work an appropriate sample to enable it to reach a judgment on whether the achievement of students on the courses LSJS intends to provide, if it is registered, appropriately reflects applicable sector-recognised standards:
 - a. for the BA (Hons) on-campus and distance learning courses:
 - i. one piece of student work from each core and each optional module delivered at Levels 5 and 6 from the most recent academic year (as only grades at Levels 5 and 6 count toward the degree classification).
 - ii. all student work for one student who was awarded the degree (i.e. all work from all modules taken by that student) in the most recent academic year.
 - iii. all student work for one student who failed/was not awarded the degree (i.e. all work from all modules taken by that student in the most recent academic year.
 - b. for the MA course:
 - i. one piece of student work from each core and each optional module delivered from the most recent academic year.
 - ii. all student work for one student who was awarded the degree (i.e. all work from all modules taken by that student) in the most recent academic year.
 - iii. all student work for one student who failed/was not awarded the degree (i.e. all work from all modules taken by that student in the most recent academic year.
4. As requested by the assessment team, LSJS provided extracts of final exam and award board documentation for all courses that show credits accumulated, awards granted and classifications, covering the most recent two years. The assessment team considered this an appropriate sample to enable it to advise on whether awards made to students reflected the titles in the programme specifications, and whether students accumulated the necessary

volume of credit for an award as set out in the relevant programme specification and the sector-recognised standards document.



© The Office for Students copyright 2024

This publication is available under the Open Government Licence 3.0 except where it indicates that the copyright for images or text is owned elsewhere.

www.nationalarchives.gov.uk/doc/open-government-licence/version/3/