

1. Provider context

Mission and strategic aims

1. The London School of Science & Technology (LSST) was founded in 2003 and is currently one of the largest private providers of higher education in the UK. Specialising in the delivery of Business and Health and Social Care courses LSST offers an open and inclusive educational experience, underpinned by a longstanding commitment to educational excellence.
2. LSST currently has about 7,000 students on four campuses; London Wembley, London Elephant and Castle, Luton Central and Birmingham Aston. Each campus is fully staffed and resourced and headed by a campus Dean. On each campus, all student facilities are in place including the necessary management, administrative and academic teams. The School has a head office situated in London's Park Royal/Acton where all key business central functions are based including senior management, finance, legal services, human resources, exams office, registry, and the quality office.
3. The role of the head office to ensure effective standardisation, synchronisation and coordination of practices and activities that contribute to the student experience. This is reliant on effective communication between campuses and head office, as well as between all teams, and is a matter of standard procedure.
4. The School's vision is to support individuals of all backgrounds, abilities, and aspirations to fulfil their potential through learning, achievement, and progression. The School's mission is to be recognised as a leading provider of further and higher education that is inclusive, inspiring, and free from barriers to learning (Ref 1).
5. LSST's students, from low socio-economic groups quintiles 1 & 2 is (66%). In addition, the average age of the student age is 35y and 9% have declared disabilities, consistent with HESA codes (Ref 2).
6. The School seeks to develop resilient graduates who have the skills, integrity, and commitment to make a positive impact on the communities in which they live and work and the economy. LSST has made substantial progress in key indicators such as widening participation (2018/19 68%; 2020/21 66%), percentage of students retained/continuing (2016/17 69%; 2021/22 78%), student achievements/completions (2014/15 42%; 2017/18 66%), and percentage of students in employment or further study (2017/18 39%; 2019/20 40%) are evident.
7. LSST also has a strong partnership with the Student Union (SU) in the institution which is independent and has its own constitution (Ref 3). This collaboration helps to inform the continuous improvement of our provision and further enhances teaching and learning, student engagement and the wider student experience. NSS student satisfaction in LSST's SU has been consistently high over the years, LSST overall satisfaction for last 3 years is demonstrated below (Ref 4)

Section	Total	LSST Results 2020		LSST Results 2021		LSST Results 2022	
		Overall Satisfaction Rate	OFS Benchmark	Overall Satisfaction Rate	OFS Benchmark	Overall Satisfaction Rate	OFS Benchmark
Overall satisfaction	100	90	84	89	84	96	86

As a result, of a large population of students who reflect the APP criteria, LSST invests a significant number of resources in ensuring these students achieve educational gain (see 126).

The impact of the COVID-19 pandemic

8. Under the leadership of the Board of Governors (BoG), LSST pursued its strategic aims in the exceptionally challenging circumstances presented by the ongoing Covid-19 pandemic. On the 20th of March 2020, face-to-face classes were suspended, with staff and students notified in a timely manner of the plans in place for the implementation of online and blended learning activities. On the 23rd of March 2020, all operational plans were implemented to commence the conversion of the current teaching and learning framework to an effective and relevant online offer to current students. Staff members commenced remote working shortly afterwards in line with national 'lockdown' restrictions utilising technology made available by the School. New policies and working practices have been developed to mitigate such circumstances in support of the continued enhancement of the student learning environment. (Ref 5).
9. During the period of online programme delivery, the School has ensured that pedagogical approaches to the online learning environment have remained consistent for all students including students with special educational needs, or those identified in digital poverty, and support arrangements were put in place appropriately (Ref 6). In addition, enhanced IT support and guidance have been made available to all students. To facilitate the online delivery of teaching and remote working in April 2020, the School has invested heavily in online Webinar software and significantly increased its associated webinar licenses to facilitate and enable a complex online student timetable to be implemented.
10. In addition, the School has complemented its VLE team, with the appointment of an experienced Webinar Systems Officer and organised a range of staff development sessions, supported by new training guides and user manuals. In addition, in further enhancing student facilities and access to appropriate and essential resources, campus student facilities have remained open in a limited capacity for students to use computer labs as required, by following the diverse government guidelines such as wearing masks and observing social distancing and sanitisation requirements (Ref 7).
11. The Board of Governors and senior managers continued to oversee the School's considerable progress in the delivery of its strategy (Appendix 8). We prioritised our student and staff wellbeing, and the provision of high-quality higher education programmes, whilst ensuring LSST's financial sustainability. The School's IT strategy continues to align with the School's goals, specifically delivering IT platform and service excellence, enhancing educational technology services, and facilitating transformation and strategic information delivery.
12. Academic staff have been central to the School's strategies for transitioning from face-to-face delivery to online/blended learning modes, initially responding to an early survey, instigated by the Principal, to capture their views on how online technologies had influenced

their teaching practice. Following on from this, the Quality Office led the development and implementation of an over-arching survey to gather a range of information on wider pedagogical issues to inform future learning and teaching strategies. Staff from across the campuses came together for the online Teaching & Learning Forum on Wednesday 16th July 2020 to engage in academic debate, exploring the outcome themes from the Remote Learning online staff survey (Ref 9).

13. The survey was designed and implemented to capture the views and experiences of how academic staff had dealt with the transition to online teaching delivery because of the COVID-19 Pandemic (Ref 10). Staff explored a range of issues, outlining their individual experiences of online delivery. Staff highlighted their initial anxieties about online engagement in the early stages, but in the main, confirmed their support for these delivery changes, noting increased levels of student engagement, attendance in webinars, and assessment submission rates. Student views have also been sought through mid-term Surveys, supplementing the discussions at the Teaching & Learning Forum (Ref 11).
14. In addition to the Covid-19 risk assessments, the school undertook rapid contingency planning and centralisation and standardisation of enhancement services (Student Support, Personal Academic Tutors, Student Union Coordinators and Employability and Careers) under the direct operational leadership of the Head of Student Lifecycle. As a result of this contingency planning, the following activities progressed (Ref 12).
 - *Vulnerable students*- identified in our student tracking System by student support teams, reached out to offer support and weekly check-ins.
 - *Students who have declared a disability* - a full audit of all these students was carried out to ensure they are in receipt of the approved DSA allowances and are accessing their DSA-allocated funding including non-medical support.
 - *Students experiencing unemployment/furlough* - Monthly blogs relation to employability and careers. 1:1 cv support and CV webinar.
 - *BAME student community* - Publications on BLM and active response to the campaign via LSST's social media platforms in partnership with the SU.
 - *Students with Care responsibilities* - Responses to SU requests to continue online teaching through September 2021 due to carer responsibilities.
 - *Digital poverty* – Campus computer labs remained open with strict social distancing, laptop loans when available, audit of disabled students and receipt of DSA to ensure they have accessed all available support.
 - *Student Engagement* - Established a specific team in September 2020 to reach out to students with complex vulnerabilities.
 - *Student Mental Health* - Recruitment of mental health and wellbeing officers to support students and staff and increase mental health awareness.

LSST Strategic Priorities 2021 to 2024

15. LSST views the provision of its HE as a vital component in realising its vision, with widening participation being at the heart of the LSST's ethos. Courses delivered by LSST also fulfil a crucial role in meeting the needs of the local communities in our campus's wider areas. Our aim is to support our students' ambitions and help them achieve their goals. As these goals are as diverse as our students themselves, we support their educational experience in many ways so that students can focus on achieving their own objectives in the most appropriate way for them (Ref 1).

- Strategic Objective 1 – To develop, extend further and deliver academic and professional qualifications at all levels of the national curriculum framework according to local demand.
 - Strategic Objective 2 – To acquire and maintain resources in line with growing student numbers and enhance institutional capabilities to support students in their endeavours to successfully complete their studies.
 - Strategic Objective 3 – To adopt best practices in leadership, governance, management, and administration to ensure a healthy and safe environment for all stakeholders, enhance the educational journey of learners and promote student engagement.
16. At LSST we are not content just to transform the lives of our students. We seek to raise ambition and attainment across the UK through our outreach work, our partnerships with organisations and the impact that our graduates make. The School also invites external speakers from relevant industries, or professional backgrounds, to enrich the learning opportunities of our students (Ref 13).

Size and partnerships

17. LSST does not hold its own Degree Awarding Powers and its taught programmes are validated under agreements with partner public universities (Ref 14). These partnerships commit the School to embrace governance concepts that align with those of a public higher education provider to demonstrate the necessary transparency and probity for institutions which receive income from the student loans company. As such, the School operates its governance arrangements with due regard for the Public Interest Governance Principles set out within the Office for Students' Regulatory Framework (Ref 15). Under these arrangements, awarding institutions and LSST are jointly responsible for the design and delivery of high-quality learning opportunities and the maintenance of academic standards in parity with national sector benchmarks.
18. LSST's responsibilities for quality management are substantial, regardless of any award-validating arrangements maintained. The School exercises direct control over the management of students' day-to-day learning experiences, maintenance of academic standards and assurance and enhancement of learning opportunities. LSST's distinctiveness from its awarding bodies and its general autonomy in learning delivery necessitates that the School is directly accountable to both students and to statutory and regulatory bodies for the quality of learning opportunities delivered on behalf of its award-validating partners.
19. LSST maintains academic standards by abiding by the academic regulations of its awarding bodies as set out in their Assessment Regulations and Procedures. These regulations support the maintenance of sector-recognised standards which are confirmed by the awarding bodies through their monitoring processes. These include the monitoring by the allocated University Academic Link Tutor (Ref 16); an Annual Review (Ref 17) by the awarding body; Periodic Reviews (Ref 18) of the operation of a partnership; and specific arrangements and procedures to cover the management of academic standards and the quality of the student learning experience.
20. Presently LSST delivers qualifications at levels 3, 4, 5 and 6. These qualifications range from 4-year degrees starting at foundation year (level 3) and 3-year degrees (levels 4, 5 and 6). The School is approved by the University of West London (UWL) to deliver on all campuses, 3-year degrees with a Foundation Year in Business, Computing and Public Health as well as top-ups in Business and Computing. The School is also approved by Buckinghamshire New University (BNU) to deliver on all campuses, 3-year and 4-year degrees in Business, Health and Social Sciences, Computing, Business and Law and Business and Psychology. LSST entered into a partnership agreement with BNU in 2017 and is approved to offer a range of programmes in partnership with BNU under a franchise agreement these Programs are

ranging from 4-year degrees starting at foundation year, 3-year bachelor's degrees (levels 4, 5 and 6) and Top Ups (level 6). The School has recently entered a collaborative partnership with De Montfort University (DMU), to deliver 3-year BA Business and Healthcare Management programmes on a franchise basis (Ref 14).

Information for students – From Admissions to Alumni

21. As a Higher Education provider, LSST has been keen to respond proactively to the compliance advice issued by the Competitions & Markets Authority in March 2015 to the Higher Education sector (Ref 19). The guidance relates to three specific areas of practice, where the CMA considers providers may need to act, or modify the existing practice to comply with the law:
 - Provide students with clear, accurate and timely information to enable them to make an informed decision about what and where to study;
 - Ensure their terms and conditions are fair. For example, so they cannot make surprising changes to the course content, or cost; and
 - Ensure that their complaints handling processes are accessible, clear, and fair.
22. Information about admissions is provided through the School's website, and a video laying out the admissions process for prospective applicants. At Open Days, a range of documents clarifies the application process including flowcharts for both applicants and staff (Ref 20). There is also a video laying out the admissions process for prospective applicants and this information can be found here: <https://www.lsst.ac/how-to-apply/>.
23. During the orientation process, students receive a breadth of information from numerous presenters from all academic areas and central services to ensure they are fully aware of the learning environment including access to facilities and resources. At the beginning of the induction, the Principal delivers the 'Principal's Welcome' (video) and a motivational speech (Ref 21).
24. Students are given detailed guided tours by academic colleagues on their course and provided with module handbooks, amongst other information to ensure they are made fully aware of their studies and numerous requirements, including our policies and hence promoting the development of active learners from the beginning of their studies. The rationale behind such an elaborate induction process is to engage students as stakeholders in LSST from the earliest possible opportunity, ensuring that their educational experience is enhanced from the early stages. All central services such as student support services, LRC, IT, student finance, academic support centre and registry, are available every day to help individuals when needed.
25. Information about student courses, policies and regulations is clear and transparent with the policies available via the School's VLE and signposted in the Student Handbook (Ref 22) and relevant Course Handbooks (Ref 23).
26. Module handbooks, published Assessment Regulations and policies provide an overview of the assessment process, including learning outcomes and qualification descriptors, providing students with reliable, fair, and transparent documentation in support of their individual achievement. In our Mid-term Student Experience Survey (May 2022) (Ref 24) students across all campuses indicated that the availability of their module materials is highly satisfying at 97%.
27. Upon graduation, former students automatically become an Alumnus of LSST and a member of our Alumni Association. At LSST, we strive to build and maintain a strong, reciprocal relationship with our alumni, enabling all graduates wherever they are, to stay connected.

Student submission

28. The LSST Student Union has been fully involved in preparing the TEF student submission, including running focus groups for students to raise awareness of our approach to enhancement. The SU President commented: "We have appreciated this involvement and consistently found student input to be valued throughout the highest levels of School decision-making."

2. Student experience

Academic experience and assessment

29. LSST empowers students to take ownership of their academic journey, enabling them to achieve lifelong success. The School takes a cohesive, inclusive, and personalised approach to enhancing student experience - one that encompasses all courses, all student services, and all parts of our provision, providing excellent support services from supporting mental health to ensuring safety and inclusion on campuses.
30. LSST works closely with its awarding bodies to ensure full compliance with the rules and regulations governing higher education provision. The responsibilities of LSST and the individual partner awarding bodies are clearly set out in comprehensive awarding body academic regulations and detailed and up-to-date partnership agreements. Institutional and course approval events ensure that there is a robust framework for the operation of the partnerships, enabling a high-quality academic experience to be facilitated in line with the University's diverse policies.

SE1. The provider has embedded outstanding teaching, feedback and assessment practices that are highly effective and tailored to supporting its students' learning, progression, and attainment

31. As a teaching-focused institution, LSST has a strong commitment to and passion for excellence in teaching. The School acknowledges the importance of enhancing the quality of student learning and is continuously developing and improving its Learning and Teaching Strategy (Ref 26). The Learning and Teaching Strategy articulates LSST's commitment to learning and teaching and identifies how this commitment is supported. The School aims to provide higher education provision of such a quality that enhances the capabilities, potential and intellectual independence of its students, on a life-long basis. The strategy also defines the characteristics of higher education teaching, learning and assessment, confirming the expectations and requirements for successful teaching outcomes and setting out the framework for the evaluation of teaching and learning, aligned with the School's core values and national standards for teaching and education.
32. LSST aims to create a vibrant learning and teaching environment, one characterised by collegiality, creativity and intellectual challenge that will inspire both students and staff. It is incumbent upon the School to ensure that it is a place where the highest quality teaching and student learning can take place. This includes providing:
- fit-for-purpose facilities and resources (e.g., appropriately equipped classrooms, libraries, offices, equipment, IT support and learning technologies);
 - timetabling services where the allocation of rooms and the scheduling of teaching promotes appropriate learning;

- high-quality opportunities for professional development that supports staff in meeting expected levels of performance;
 - policies and strategies that are supportive of teaching and students;
 - an environment where teaching is valued and recognised and where the development of teaching practice is supported and encouraged.
33. LSST fully adheres to the partner University regulations, guidelines and expectations and follows industry best practice methods to ensure a high-quality academic experience for its students. LSST has a coherent and consistent institutional approach to course delivery and assessments, articulated in its governance handbook and operational documentation, including the Quality Handbook (Ref 27).
34. We are confident that our assessment and feedback practices provide students with consistent opportunities to become confident learners. Appropriate assessments are incorporated into the course in a timely and sufficient manner and constructive feedback (formative and summative) are equally and timely provided to support learners (Ref 28). Students value feedback when it is informative, timely and prompt – and have the time to reflect on the feedback from all assessments to improve their performance.
35. Timely and meaningful feedback on student assessment is key to enabling students to achieve their potential and the School requires feedback on assessment to be provided to students within a maximum of 15 days (Ref 28). Module assessments normally take the form of a combination of formative and summative processes for work undertaken by the student. Assessment tasks used for formative purposes are designed to provide meaningful feedback to students which helps them to know how they are doing and how they can improve. Students receive their formative assessment at least twice per semester.
36. Our performance on the core metric for assessment and feedback in the NSS in the most recent year of data, has been exceeding the expected benchmark with 84.87% results (Ref 4). External examiner reports positively confirm the quality of teaching in LSST highlighting key issues such as the consistency achieved across campuses and the supportive and developmental feedback provided to students (Ref 29).
37. LSST's partner awarding bodies have established higher education frameworks, assessment regulations and procedures for programme approval, modification, assessments, and overall quality ensuring that academic standards are set at a level that meets UK threshold standards. This is fully supported and observed by LSST which is also evident in LSST's systems, processes, structure, policies, and overall practices (Ref 30).
38. All assessments are subject to approval by the partner University and its external examiners that are appointed by the awarding partners, ensuring the maintenance of appropriate standards. All assessments and moderation processes follow awarding body regulations and guidelines. External examiners' reports confirm the effectiveness of assessment procedures and that the given standards are met (Ref 29).
39. Awarding body partners define the curriculum and specify assessments. Procedures include mapping against the FHEQ. Partner universities' regulations for maintaining and setting the standards for the courses are clearly expressed in the course level and validation agreements. LSST carries out its assessments in compliance with awarding body requirements, including checks by external examiners and the annual monitoring process which includes internal quality procedures, administration, programme evaluation and relevant policy review. All modules in each of the programmes are formally assessed.
40. Upon completion of assessments, practices and marks awarded are moderated against the many awarding body requirements and external examiners review everything before confirmation of student assessment marks at the exam board(s). Assessment Boards held by the awarding bodies and attended by LSST staff confirm the achievement of learning outcomes and the award of credit and qualifications.

41. There are robust internal verification processes in place which include standardisation meetings that encompass reviews of the assessments, intended learning outcomes, marking criteria and moderation processes (Ref 31). Link Tutors implement moderation processes (Ref 32) prior to review by external examiners. LSST confirms that these measures are effective in ensuring that students' assessments are marked, moderated, and sampled in accordance with the requirements for awards and approaches to the classification specified by the awarding bodies.
42. Throughout the academic year, the School maintains ongoing communications with awarding body counterparts at the school level, at the course level and at the module level to ensure full observance of these requirements. University link tutors maintain close oversight of all academic aspects, with the School ensuring that awarding body requirements regarding assessments, are well understood by staff through engagement with university link tutors and staff development events (Ref 33). Monitoring by the awarding bodies via Partnerships Link Tutors and annual meetings and reports confirm the sector-recognised standards of awards delivered by LSST and enable confirmation of consistency with relevant national qualifications frameworks. The School is committed to the view that assessment is integral to the learning and teaching process, and it is used to improve students learning experience. Students learn best when they understand clearly what they are trying to learn and what is expected of them. Their learning experience is enhanced by relevant feedback about the quality of their work; it helps them to understand how to improve where necessary, especially when they are fully involved in decisions about what needs to be done and who can help them.
43. Teaching staff members in LSST ensure that they adopt appropriate assessment procedures and provide a range of stimulating and motivating approaches to learning and assessment and allow students to demonstrate their learning regarding knowledge and understanding, skills, attributes, and capabilities.
44. It is the responsibility of the School to support teachers and support staff in planning and providing high-quality learning experiences by providing opportunities for professional dialogue, collegiate working, and networking (Learning and Teaching Forum), to facilitate sharing good practices and moderation of standards, and ensuring that LSST's resources are allocated to meet the learning needs most effectively.

SE2. Course content and delivery inspire the provider's students to actively engage in and commit to their learning, and stretch students to develop knowledge and skills to their fullest potential

45. The subject matters of the courses delivered by LSST are representative of current thinking and practices. Course and module contents, including topics and reading lists, are informed by research and scholarship and the pedagogy (or andragogy) of course content and delivery is representative of current thinking and practices. This has been made sure at the stage of design and course validations, as a standard practice by the awarding University.
46. In addition, module contents in the courses are regularly updated by the awarding university to ensure relevance and currency including assessments. We believe that each of the courses delivered by LSST, for and on behalf of our partner Universities, have been designed to be current, rigorous, educational, and challenging and hence stretching students to become good professionals in their fields of choice and independent and critical thinkers.
47. LSST's approved course documentation including course specifications along with course and module handbooks and the outcomes of partnership approval events confirm the consistency, reliability, fairness and transparency of assessment and classification processes. These also evidence the provision of clear assessment strategies including the

external scrutiny of summative assessments by the respective partner universities' external examiners against specified learning outcomes.

48. All courses designed are characterised by rigour and breadth and depth of content to ensure relevance and currency and this is made sure by the partner University at the point of design and validation, as well as the frequency of updates on each course throughout its life. All key concepts are present in relevant key points to enable student understanding in a logical manner and subjects are taught appropriately to enable students to build relevant skills in the context of the course taught. Courses are delivered through scheduled lectures, tutorials, and workshops in a structured manner throughout the semester, which is the standard delivery period for each of the modules of a course.
49. All programmes at LSST are subject to module evaluations evaluation procedures that are consistently coordinated through the School's Governance Structure and its internal reporting procedures (Ref 34). Information and statistics about programme performance, including student attainment and continuation data and students' feedback, are provided to the Academic Board, via the Quality and Enhancement Committee. These in turn feedback to the Programme Development and Review Group (PDRG), charged with managing the development of new programmes and the modification, or withdrawal of existing programmes. Such requests are then forwarded to the partner University for consideration and action.
50. The courses offered by LSST require students to develop and demonstrate intellectual skills, such as evaluating evidence, mobilising an argument, solving problems, and being consistent with the subject matter(s) and level of the course. This focus on contextualising academic knowledge extends across our provision through the integration of academic study and assessments and thus students are stretched to apply their knowledge and understanding to real-world challenges. 90.58% of our students think their course is 'intellectually stimulating', placing us well ahead of the sector average and at the top of institutions nationally (2022 NSS Q4) (Ref 4).
51. External examiners commend consistently our undergraduate programmes for the intellectual breadth, depth, and complexity of the core academic knowledge to which students are exposed. They also commend our rigorous yet varied and innovative range of assessment methods through which we challenge all students to achieve their full potential, including the ablest and most talented.

SE3. The provider uses research in relevant disciplines, innovation, scholarship, professional practice and/or employer engagement to contribute to an outstanding academic experience for its students

52. We engender a research ethos across our curriculum, with emphasis placed on research methods and the process of knowledge generation. Colleagues are actively encouraged to engage with their subject communities and to take on research activity, external examining, and other roles to ensure that the work of the School continues to be informed by best practices in each subject area. This is also informed by the work of our Research Centre which encourages staff to be more research-active and engage with publications in blind refereed journals (Ref 35). LSST's Research Centre aspires to be a leading, research-intensive institution that makes valid contributions to human knowledge in the fields of Business and Management and Public Health and Social Care. In pursuit of its strategy to achieve excellence in research, the centre promotes interdisciplinary research and collaboration within the institution and beyond, increasing its impact on the academic

community and positioning LSST as an excellent private higher education provider and as a centre of excellence for research.” (Ref 35).

53. LSST launched its first research symposium at its Aston campus in Spring 2022 and was attended by 200 participants including students. Final-year students were invited to present their posters based on their dissertation research too. LSST’s Deputy CEO affirmed LSST’s commitment and plans to promote research and said: ‘LSST’s Research Symposium was an opportunity and space for staff and students to produce and present research abstract or poster to researcher colleagues. I am extremely proud and delighted with the student and staff presentations and I am certain that their research will extend to strong and sustained societal outcomes.’ (Ref 36).
54. All students undertaking a final-year dissertation will again be invited to present their research at an internal poster presentation session during our 2nd Symposium in May 2023. So far this has proved a very positive experience for students and represents the culmination of their time at the School and academic achievement.

Resources, support, and student engagement

55. LSST’s students primarily develop their academic, personal, and professional potential through their course of study. However, LSST also creates additional opportunities that supplement the immediate course experience and involve a range of external guest speakers across different industry sectors during every academic semester, fully-fledged careers and employability support and entrepreneurial fairs (Ref 37). This section encompasses all the opportunities, services, activities, and facilities that enable students to develop, engage with their learning and fulfil their all-around potential.
56. Professional services work collaboratively with academic teams and students to advise on opportunities and good practices to ensure accessible and transparent support for their needs is provided, in line with relevant strategies and policies.

SE4. There is outstanding support for staff professional development and excellent academic practice is embedded across the provider

57. As stated on page 3, one of LSST’s strategic objectives is to adopt best practices in leadership, governance, management, and administration to ensure a healthy and safe environment for all stakeholders, enhance the educational journey of learners and promote student engagement. It is hence recognised that the success of the institution depends on all staff - whatever their role - having the relevant skills, knowledge, and competencies. LSST recognises that its staff are fundamental to its success. A strategic, professional approach to staff development helps LSST to attract and retain high-calibre staff with the skills and competencies necessary to deliver its objectives (Ref 38). Staff development refers to all policies, practices, and procedures used to develop the knowledge, skills, and competencies of staff members to improve the effectiveness and efficiency of both the individual staff member and consequently LSST.
58. Expectations regarding performance in teaching and support of learning are communicated clearly by the institution principal and the dean of learning and teaching so that all staff members are aware of the minimum acceptable standards and where their individual performance stands in relation to these standards. Individual staff members, where necessary, receive support from the School through procedures which are implemented at the local level (e.g., the campus dean, peer support for teaching, mentoring, teaching observations, and annual performance reviews and appraisals) (Ref 39).

59. LSST recognises and supports the Continuous Professional Development (CPD) of staff as being essential to enhance the teaching delivery and to update subject knowledge in a rapidly changing environment. LSST actively encourages staff to avail themselves of the learning opportunities and resources that are available to them and gives timely reminders of any mandatory training and development activities in which staff are required to participate. LSST ensures that the range of skills, competencies and expertise present within the School's workforce is continually enhanced and diversified through the provision of learning and development.
60. LSST seeks to ensure that the School's standards and practices are widely understood amongst its staff. There is a two-day staff development event every September for new and continuing staff members (Ref 40). There are also staff development sessions, delivered by experts in LSST, that are organised by the quality office during each academic year. All new staff members receive a comprehensive induction to the Institution, delivered jointly by line managers and members of the HR Department on the new starter's first day of employment. Following the initial induction of new staff members, development continues with a variety of additional learning and development opportunities. These include, but are not limited to the following:
- On-the-job learning, i.e., ongoing hands-on training provided at the actual job location by an experienced colleague, or line manager, relaying information about how to perform the role, whilst making the best use of LSST's resources, systems, and processes;
 - Secondments and 'acting up, i.e., the temporary placement of staff in an alternative role with duties above their normal grade to expose them to higher levels of responsibility on a trial basis. This is usually done under controlled conditions to minimise risks to business objectives;
 - Off-the-job learning, referring to several Continuing Professional Development (CPD) opportunities undertaken separately from the employee's regular work, which may be provided by LSST, or requested by line managers on behalf of their staff, and may include:
 - Training simulation/role-playing, where staff need to be familiar with a process or system before they can engage with the 'live' version;
 - Short courses, or training modules, geared towards acquiring specific skills or understanding regulatory requirements. For example, internally organised workshops, seminars, or lectures for groups of staff, which are delivered either by internal staff members with relevant expertise, or external specialists;
 - Participation in external seminars, conferences, and industry/regulatory body events. Support or sponsorship for staff undertaking study programmes leading to accreditation or recognised qualification relevant to their role is also provided.
 - Self-directed learning, where staff may be encouraged to proactively manage their own personal and professional development activities;
 - Employee mentoring, which may combine elements of on-the-job, off-the-job and self-directed learning to assist staff in making the transition to a new role or guide them into more senior roles over a period.
61. All teaching staff are either Higher Education Academy (HEA) Fellows or applying for Advance HE Fellowship which the School also supports financially. This illustrates LSST's commitment to delivering and maintaining high-quality courses, clearly demonstrating full compliance with the requirements and regulations of its awarding bodies. Academic staff acknowledge LSST's support and contributions to developing their professional qualifications and enhancing their subject expertise. LSST maintains a subscription to Advance HE to support the continuous development of its academic staff members, who can gain recognition against the UK Professional Standards Framework at D1 (Associated Fellow), D2 (Fellow),

D3 (Senior Fellow), and more experienced staff, to gain recognition at D4 (Principal Fellow). The institution also contributes towards the cost of this of not less than half of the associated fees. At the time of writing, this document 30% hold HEA membership (Ref 41).

62. Academic and professional services staff demonstrate that staff are appropriately qualified and skilled to perform their roles effectively in terms of academic qualifications and/or industrial experience and academic staff members need prior teaching experience in other learning institutions. At the time of writing this document, 96% of academic staff hold a subject qualification at level 7, or higher (Ref 41).
63. The School has a long history of undertaking observations of teaching and learning. This was designed to support our staff in achieving excellence in their teaching practices. Teaching practices are reviewed and enhanced through developmental Peer Review and graded management Lesson Observations of teaching (Ref 42). Academic staff are expected to take responsibility for their professional and career development and are supported in this through a range of in-house and external staff development opportunities.
64. LSST's approach to staff recruitment and selection, with clear job descriptions for both academic and professional services staff, demonstrates the School's commitment to ensuring that staff are recruited according to its stipulated policies and procedures, which include interviews and teaching observations as well as a review of academic qualifications.
65. In the summer of 2021, LSST developed a Graduate Lecturer Training Programme (GLTP) as a route to higher education teaching for postgraduates. This unique Programme aims to train individuals who are not yet fully qualified to teach higher education courses but are trained on the job over a period of two years (Ref 43). LSST has internally designed the Programme based on institutional as well as growing sector-wide needs. The Programme provides a career development pathway in higher education teaching for new graduates and further enhances LSST's teaching capabilities by increasing the number of fully qualified lecturers with relevant postgraduate qualifications and training. The Programme is available to those who do not currently hold, or are currently studying, a Postgraduate Teaching qualification and do not have any teaching experience at the HE level. Individuals in this programme are trainees for a given period and help in semi-academic posts such as LSST's academic support centres, whilst they undergo a rigorous training programme. Upon successful completion of the first year of this two-year programme, they start teaching classes at level 3, whilst continuing to study the second year of the programme and thus progress over a period. In addition to attending and succeeding in this LSST-devised programme, they also need to have achieved in the 2-year duration a PGCE teaching qualification as well as the HEA membership.

SE5. The provider ensures a supportive learning environment, and its students have access to a wide and readily available range of outstanding quality academic support tailored to their needs

66. LSST works towards supporting students to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other HE UK providers, and even exceed those standards, through the implementation of a wide range of student support activities including personal academic tutoring, personal development plans, student support services, student engagement team activities, academic support centre, numerous additional and ongoing seminars, and guest speakers (Ref 44).
67. In the Summer of 2021, LSST also developed a Study Skills series of additional seminars that are offered at the foundation level to all students since then, with the aim of preparing

students at the beginning of their studies to perform even better at the higher and more challenging years of their selected degree (Ref 45).

68. Personal Academic Tutors (PATs), Academic Support Centres (ASCs) and Student Support Services (SSSs) at each campus provide a significant contribution to the retention and success of students (Ref 46). All students are allocated a personal academic tutor and there are timetabled personal tutor meetings which enable the provision of academic and pastoral support as well as engagement with personal development plans (PDPs) (Ref 47).
69. The Academic Support Centre provides students with opportunities to improve their academic skills, for example, through writing and study skills workshops (Ref 48). This also links to the personal academic tutorial system so that tutors can signpost students to the support.
70. Every student is given a Personal Academic Tutor. The PAT is an essential part of the student learning and teaching experience and is there to help students succeed and complete their studies with LSST. It is the role of the PAT to guide and support students' progress and to encourage students to fully take part in all that the School has to offer. Therefore, PATs are integral in supporting students' personal and professional development.
71. These aspects contribute to student achievement beyond threshold levels because they underpin the delivery of high-quality programmes with associated assessments and support individual student achievement.

Non-academic support

72. A wide range of support mechanisms and resources are available to students including orientation and academic induction programmes, personal tutors, student support services, a learning resource centre, careers advice, and financial services. Through programme evaluation, monitoring and review processes, students and their representatives give feedback on the quality of support they receive from all student-facing services.
73. The Student Support Services teams assist and signpost students with disabilities and specific learning difficulties i.e., dyslexia and mental health conditions. The quality of support for students who have declared a disability can be demonstrated by records showing the number of disabled students on each campus site, those in receipt of DSAS (Disabled Students Allowances), support needs and equipment provided as part of reasonable adjustments. In the last year, there has been a rise of applicants declaring diverse disabilities at the point of admissions and this rise demonstrates that action plans instigated by LSST at the start of the 21/22 had a positive impact and that Support Services and the Student Wellbeing Team are identifying and reaching out to students who have declared a disability. The School achieved a figure at 6% as part of Access and Participation (Ref 49). The School is confident in its ability to reach the KPI of 10% by the academic year (AY) 23/24.
74. The centralised Student Wellbeing and Welfare Team continue to reach out and contain our most vulnerable and complex students. The School proactively both supports and monitors student engagement to help students achieve the best possible academic outcome. The School monitors 'at risk' students and offers supportive and appropriate intervention to students to engage or re-engage with their studies. The Student Attendance and Academic Performance Panel convene on a regular basis, at minimum every term, to review students whose academic status is considered 'at risk' owing to poor attendance/punctuality, assignment submissions and lack of overall engagement with their studies.
75. LSST has also implemented a monitoring system with the name Student Academic Performance Review (SAPR). This system tracks all students proactively based on a RAG rating (red, amber, green) on various key performance indicators such as attendance, submission of assignments, disabilities declared and other key variables and additional

support mechanisms are put in place to support students who have been identified that need support to succeed in the studies.

Students Mental Health

76. The School's Mental Health and Welfare Officer as part of the Student Wellbeing Team continues to play a pivotal role in ensuring a 'whole organisational' approach to mental health and is responsible for providing evidence-based advice and support in the development and delivery of a holistic student engagement process. This essential member of the team works closely with colleagues and support teams across campuses as part of a clear policy and process for supporting students with mental health issues.
77. Mental Health Awareness training from the engagement team is now entering its second academic year and the team is in process of scheduling face-to-face training on each of the campuses for fresh staff and an update for existing staff and student Mental Health Champions. During Mental Health Awareness Week between 9-15 of May 2022, the team organised a live event which included three guest speakers (Ref 51). The guest speakers covered topics on overcoming barriers, positive coping mechanisms, sustained change and how to cope with financial stress. Other initiatives during this week included sessions with Mental Health Champions to discuss the theme this year which was 'Loneliness' and they were also provided with resources to share with their peers. On each campus, Student Support officers came together to spread positivity by arranging a wall of messages where students could write down a motivational message for their peers.
78. Collaboration between Student Support, Academic Support teams and Engagement Team continues to be highly effective. These services have developed close collegial and collaborative communication and any issues reported are dealt with in a timely manner by senior colleagues and student needs are addressed before they become a risk to the student(s) academic continuation and progression.

Careers and Employability

79. The team provides guidance and advice in applying for work opportunities. The School recognises that the effectiveness of this support directly contributes to the continuing professional and personal development of students. In March 2021 LSST held the Dragons' Den which is our annual themed competition which hopes to crown upcoming business starters: "To further help support the business proposals, each winner went on to receive substantial bonus awards totalling £4,000 from" LSST's Deputy CEO commented (Ref 52).

SE6. Physical and virtual learning resources are tailored and used effectively to support outstanding teaching and learning

80. LSST continues to consider innovative ways to support its students and their wider needs as part of ongoing capital investment plans and a significant innovation relates to the technological enhancement of our learning environment. Adopting a student-centred 'design and implementation approach, we have enhanced access to resources and support on each campus, incorporating physical Learning Resources Centres (LRCs) in every campus and online libraries, student services, and IT support, in a variety of study settings to mention but a few (Ref 53 and Ref 54). LSST has invested substantially in its online programme delivery infrastructure in response to the Covid pandemic and has the capability to offer distance learning without any problems. However, at present, all programmes offered are face-to-face only.

81. Physical facilities and resources at the various campuses are appropriate and well-equipped for teaching, with break-out spaces and student support areas providing high-quality resources in line with student numbers. LSST has adequate physical resources to serve the mission of the institution and to support its programmes and services for current students. Classrooms and other facilities are appropriately equipped and adequate in number and size. Proper management, maintenance, and operation of all physical and online facilities are carried out by adequate and well-qualified staff.
82. Facilities are created and maintained in accordance with legal, regulatory, and academic requirements to ensure access, safety, security, and a healthy environment with consideration for environmental and ecological concerns. Responses from our Mid-term Student Experience Survey (May 2022) (Ref 55) indicated that the school continues to provide a safe and secure environment for students. Reaching an overall average of 95% this year results improved from last year of 94% satisfactory rate across all campuses.
83. The School undertakes physical resource planning which is linked to academic and student services and financial planning. It determines the adequacy of existing physical resources and identifies plans and implements them according to needs. Space planning occurs on a regular basis as part of physical resource evaluation and planning and is consistent with the mission and purpose of the institution. At regular intervals (at the end of each semester), and usually after the various cohorts' exam boards (including the summer resits final exams board for the academic year), meetings are held to discuss the results of cohorts and identify further support needed (if any) either as a cohort or to specific individual students who have been flagged via our processes such as our SAPR (discussed in paragraph 76) as needing additional support.
84. Each campus has well-stocked Learning Resource Centres, and the IT learning infrastructure supports student learning appropriately. LSST has invested in readily accessible computing resources and resources in the LRCs provide significant support and access to online resources from the awarding bodies too. While there are physical libraries at each of the campuses, students can access appropriate online texts and resources and use the partner universities' libraries and a package of online resources including the partner universities' VLEs. Satisfaction with the provision of library and learning resources is consistently high: 84.26% in the most recent NSS, placing us at the top of the sector (Ref 4).
85. LSST's Virtual Learning Environment (VLE), hosts learning materials that are used across campuses to ensure standardisation and parity of experience. Students also confirm that the learning materials are helpful and easily accessible.
86. LSST has a very proactive approach to managing and supporting its students and itself and our ongoing high NSS results fully indicate the effectiveness of our approach.

SE7. The provider embeds engagement with its students, leading to continuous improvement in the experiences and outcomes of its students.

87. In line with LSST's Student Engagement Policy (Ref 56), the School is keen to foster a culture where all are valued and respected and to provide an inclusive, supportive, and safe learning and working environment in which all students and staff can flourish and are able to fulfil their personal potential. Staff and students work in partnership, collaboratively and as co-creators, to build a strong learning community together. Students can seek help and engage with support as needed.
88. LSST actively engages students, individually and collectively, in the quality of their educational experience. Students are engaged in several ways, including via their Students' Union, the student representative system, and various other formal surveys. There are

numerous examples of the School making changes to both the curriculum and the physical infrastructure of the school itself because of such student engagement.

89. In ensuring that all students were effectively supported through the pandemic, the Student Representative Development Programme (SRDP) underwent review and update by the Quality Office in preparation for the first training session for student representatives in early February 2021 (Ref 57). The new comprehensive documentation now benefits from the inclusion of information on Union Governance and Democracy, the role of student representatives and, importantly, meeting protocol and behaviours.
90. The Student Charter (Ref 58) has been jointly developed by students and staff at the School. All students are encouraged to read the Charter so that they know what they can expect and what is expected of them during their time at LSST. The Charter is not a binding contract but outlines a common set of principles that students and staff agree on, and it results in an outstanding student experience.
91. Student feedback is invaluable for the continuous improvement of high-quality learning and teaching and overall educational experience. The School, therefore, gathers systematically and proactively informal and formal feedback from its students through a variety of feedback mechanisms. The School participates in sector-wide and internal surveys which enable the LSST to see what is going well and what could be improved right across the student experience.

External surveys

92. The National Student Survey (NSS) is an annual survey of all final-year undergraduate students. It runs across all publicly funded higher education institutions in England, Wales, Northern Ireland and some HEIs in Scotland. Results are published and used in league tables.
93. LSST is required by the government to undertake the Destinations of Leavers from Higher Education (DLHE) survey on behalf of the Higher Education Statistics Agency (HESA). This involves collecting destination data from graduates 6 months after they have graduated. Data needs to be validated by staff and then submitted in XML format via the HESA system.

Internal surveys

94. Reporting directly to the Board of Governors, the Student Union Committee is the senior forum for students to engage with the School and to consider, recommend and approve changes to the student experience. 95.65% of LSST's final-year students are satisfied with their overall experience at LSST, according to the 2022 NSS (Ref 4). This is above the 76.29% sector-wide average for overall satisfaction across the participants, and this has well exceeded the OfS benchmark set for LSST at 85.63%.
95. Student Experience Mid-Term Survey measures the satisfaction of students with the services and facilities. It is held every semester. In addition, at the programme level, one student from each study group is elected by fellow classmates to represent them as a Student Representative.
96. All students have the opportunity and are encouraged to complete the Student Module Evaluation questionnaire which, in turn, feeds into the Module Monitoring and Review process. The Student Module Evaluation considers the learning, teaching and assessment of the module along with comments on resources and the general learning experience. Student Module Evaluations are analysed by the Module Leaders and reported to the Course Leaders, the Dean of Learning and Teaching and the Principal. All students can do the mid-term student experience survey to feedback on their overall experience and services at LSST.

97. The Principal meets with the student representatives once a year to address any matters or concerns, they wish to raise. In his meeting with students on the 7th of April 2022 (Ref 59) the Principal commented on the importance of students' voices and the freedom of students to make comments with regard to their academic satisfaction, and any concerns or issues on their campuses; those comments are important for further developments and improvements, and all comments are addressed accordingly and in a timely fashion.
98. It is important for students to have faith in the surveying process and that their responses are considered and that they receive feedback. Following the publication of survey results and other forms of formal feedback, action plans are drafted by academic and relevant professional units to further enhance provision and address any issues highlighted by students.
99. Clear communication mechanisms are in place to inform students about how their feedback has been used, how it has been acted upon and where action cannot be taken in response to feedback given. A traffic light system is in place throughout the institution to close the feedback loop. In collaborative partnership institutions, this may take a different format, but the principle of transparent and clear communication in response to student feedback remains the same.
100. Every year LSST launches the 'You Said, We Did' campaign (Ref 60) in order to promote changes and new developments which have been introduced in response to student feedback. Information is extracted from formal committee reports and sought directly from departments on a regular basis.

Quality Cycle and Student Enhancement

101. The quality assurance processes in LSST are designed to recognise the shared responsibility for the setting and maintenance of the academic standards of the School's academic provision, they recognise the broad involvement of academic staff, students, and other stakeholders, working in partnership through membership of committees, groups, and panels (Ref 22).
102. Annual Monitoring is the cornerstone of quality assurance processes. Annual Monitoring gives courses and LSST the opportunity to reflect upon the teaching, learning and operation of a course in the previous academic year through the production of an evaluative report. The process aims to identify successes and good practices, which are then shared throughout the institution, and to identify areas requiring resolution, or further development.
103. Drawn from internal and external review outcomes, programme and student engagement activities and feedback as well as being driven by the School's Executive, the enhancement plan confirms the deliberate steps taken at the executive level to ensure continuous enhancement and development of its higher education provision and the student learning environment and experience.

3. Student Outcomes

Positive outcomes

104. Successful student outcomes are contingent upon an approach which addresses the holistic needs of all students in LSST and maximises the learning gain of students from very diverse backgrounds. LSST's student population is currently more diverse than ever. Different groups of students learn best in different ways and progress at different rates. Teaching inclusively

enables all students, whatever their circumstances, to enjoy the fullest possible learning experience.

SO1. The provider deploys and tailors' approaches that are highly effective in ensuring its students succeed in and progress beyond their studies

Time Series by Year			
Progression (Graduate Outcome)			
	Indicator value (%)	Denominator (The total number of students in the population for the indicator)	Rate of Graduates went into Employment and/or Studies
Year 1 - 2017-2018	39.0%	140	70%
Year 2 - 2018-2019	35.6%	170	57%
Year 3 - 2019-2020	39.9%	150	62%

The above table shows the progression rate by each academic year. The data for Year 1 to Year 3 are extracted from the TEF individual data set shared by OFS (Ref 61). On the TEF indicator value above only includes percentage of students who are in full time studies or employment. However, LSST figure (highlighted in grey) have a much higher graduate outcome rate, this is because we have included students who progress into all types of employment and HE studies. Also, the GO rate for Year 1 to Year 3 is the majority for the students who completed other undergraduate programs. The GO rate is expected to rise further in next two AY 2020-2021 & 2021-2022 as more graduates from first degree programs graduate so the prospect of them securing professional employment or other, HE studies is much higher. Consequently, we are expecting the GO indicator will rise to high 70% and in line with sector average.

SO2. There are outstanding rates of continuation and completion for the provider's students and courses

Time Series by Year		
Continuation		
	Indicator value (%)	Denominator (The total number of students in the population for the indicator)
Year 1 - 2016-2017	69.3%	820
Year 2 - 2017-2018	70.3%	980
Year 3 - 2018-2019	78.7%	1610
Year 4 - 2019-2020	78.1%	1760
Year 5 - 2020-2021	77.6%	2697

The above table shows the **continuation** rate by each academic year. The data for Year 1 to Year 4 are extracted from the TEF individual data set shared by the OfS. Included is Year 5 continuation rate which is just submitted to HESA and will be published in early February 2023. The year 5 data size is much bigger and significant for LSST and provides a more accurate and current picture of student outcomes. It is evident that the continuation rate has improved since Year 1 (2016-2017) and it has been consistent over the last 3 years. Please note the average continuation rate over the last 5 years is above the OfS B3 baseline figure of 75%. The data includes both validation and subcontracting student population with all university partners.

Please note the continuation is calculated for only new entrants taken in each academic year.

Time Series by Year		
Completion		
	Indicator value (%)	Denominator (The total number of students in the population for the indicator)
Year 1 - 2013-2014	[none]	[none]
Year 2 - 2014-2015	41.5%	850
Year 3 - 2015-2016	35.7%	700
Year 4 - 2016-2017	48.9%	750
Year 5 - 2017-2018	65.7%	1280

The table above demonstrates the **completion** rate by each academic year. The data for Year 1 to Year 4 are extracted from the TEF individual data set shared by OfS. Included are the Year 5 completion rate recently submitted to HESA and will be published in early February 2023. Please note the completion rate is only for the students on the validated arrangements with the University partner. The completion rate has significantly improved over the last 5 years. This improvement is because LSST started teaching an increased number of first-degree programs that have a higher completion rate in the sector. The completion rate over the last 5 years is above the OfS baseline figure of 40%. The completion rate of sub-contract arrangement will be submitted next year under the AY 2018-19.

Overall, 4 year Aggregate		
	Indicator value (%)	Denominator (The total number of students in the population for the indicator)
Continuation Rate	75.4%	5170
Completion Rate	42.2%	2310
Progression Rate (Graduate Outcome)	38.0%	460

The overall 4 years aggregate continuation, completion and progression rate is only taken from TEF shared data and only consist of 4 years data for continuation & completion and 3 years for Progression (Graduate outcome) data (Please note the completion rate is calculated for only new entrants taken in each academic year).

Access & Participation at LSST

LSST have large proportion of students who reflect the criteria of access and participation.

Below is the table showing percentage of student's population by each app category, which reflects that the population of APP students at LSST is significantly higher than sector average.

APP Categories	Access & Participation Population				
	Attribute	2017	2018	2019	2020
Age of Entry	Under 21 years				
	21 to 30 years	28.10%	29.20%	33.70%	34.20%
	31 years and over	69.70%	68.10%	64.40%	64.90%
Ethnicity	Asian	38.00%	32.90%	13.80%	14.20%
	Black	30.10%	27.10%	30.30%	23.10%
	Mixed				

Deprivation quintile (IMD)	Other				
	White	23.20%	31.40%	44.80%	51.60%
	Unknown or not applicable				
	Cognitive or learning difficulties				
	Mental health conditions				
	Multiple or other impairments				
	Sensory, medical or physical impairments				
	No disability reported or unknown disability type	94.30%	96.50%	95.00%	96.30%
	Quintile 1 or Quintile 2	68.80%	73.00%	63.30%	66.60%
	Quintile 1	39.40%	45.60%	31.30%	36.30%
	Quintile 2	29.40%	27.40%	32.00%	30.30%

APP Continuation, Progression & Completion Rate

The overall 4 years aggregate continuation, completion and progression rate for APP students is only taken from TEF shared data, and it only consist of 4 years data for continuation & completion and 3 years for Progression (Graduate outcome) data (Ref 62).

APP Categories	Attributes	Continuation	Completion	Progression (Graduate Outcome)
Age on Entry (Aggregate)	Under 21 years	57.0%	15.9%	[low]
	21 to 30 years	68.4%	25.8%	48.1%
	31 years and over	79.8%	52.3%	36.2%
Ethnicity (Aggregate)	Asian	78.1%	59.0%	30.5%
	Black	71.4%	23.9%	45.1%
	Mixed	60.2%	22.0%	[low]
	Other	71.4%	38.1%	[low]
Disability (Aggregate)	White	79.3%	42.0%	45.4%
	Disability reported	72.6%	30.7%	[low]
	No disability reported	75.6%	42.6%	37.2%
Deprivation quintile (IMD)	Quintile 1 or Quintile 2	75.2%	40.1%	39.60%

SO3. There are outstanding rates of successful progression for the provider's students and courses

105. LSST continues to monitor the rate of successful progression. We take a holistic approach to supporting students, recognising that successful progression for our student demography is dependent upon learning in partnership with our students and being able to be agile to the students' needs and expectations.
106. As an alternative and private HE provider LSST supports students to progress successfully in their courses by ensuring a 'whole school' approach to progression and continuation. This includes timely and effective communication between services, between central offices and campuses.

107. As shared responsibility in managing complexity of student issues across departments and a pro-active approach to identifying students in need before the need becomes a risk that may impact on successful progression, via SAPR. We would collaboratively with our partners, and this enables us to meet their expectations to deliver to the students a quality educational experience and journey.

SO4. The provider clearly articulates the range educational gains it intends its students to achieve, and why these are highly relevant to its students and their future ambitions.

108. At LSST we are committed to the educational gain of our students. Our model of education and learning provides localised access and participation delivery of higher education to underprivileged communities in the UK.
109. National metrics continue to inform our decision making in promoting educational gain but at a local level the voice, views and opinions of our students provide us with valuable insight into their needs and expectation of LSST as an HE provider.
110. Examples of listening to the student voice are reflected throughout this narrative and our success in raising mental health awareness has provided additional support for students through and post pandemic challenges. Students who have become mental health champions, have been empowered to support their peers and to recognise the additional knowledge and skills that they can take forward into their future careers and employment.
111. LSST views employability and career readiness as an essential educational gain, and a continuum throughout the student journey, and as such see career readiness as everybody's business across the organisation. The student personal development plan provided scaffolding for the student from year 0 to year 6 and is designed on Blooms Taxonomy to incrementally challenge the students thinking and vision of where they may be in 1, 3 and 5 years.
112. LSST actively engages external speakers from across the sectors of Business and Health and Social Care to speak to students and to act as role models for aspiration and success. Likewise, we value the experiences of our alumni and invite past and present students who have turned their lives around to speak to students and provide inspiration and motivation of the benefits of HE and graduate employment not only for the student but improve economic and health outcomes for their families.

SO5. The provider's approaches to supporting its students to achieve these gains are evidence-based, highly effective and tailored to its students and their different starting points.

113. One of the strategic aims of LSST is to standardise the approach of supporting students' academic progression and continuation and to ensure that there is parity of student academic experience across the organisation to deliver educational gain. The success in student outcomes is the result of a whole institutional proactive approach in identifying when a student may have academic needs and *before* the student is at academic risk.
114. LSST effectively uses a student-centred approach called Student Academic Progress/Performance Review (SAPR). Embedded within the Student Management System (SMS), SAPR is designed to bring together already established systems within the institution and provide early warning data on students' progression and continuation. SAPR is an inward facing student's aspect of the Personal Academic Tutor (PAT) assessment of the students learning and progression, the outward facing element being the Professional (Personal) Development Portfolio (PDP).

115. The PDP is designed to enrich the student's learning and is based on the skills of reflection and planning, learning how to learn in different circumstances and to transfer that learning throughout points in their student life and onto graduate status. Consequently, the PAT and the PDP should be seen as two sides of the same coin, that is, tailored effective student support, progression, and continuation through to graduate status.
116. SAPR brings together and builds upon established student-facing services that support the student population in relation to academic needs and pastoral needs, while the interface between these two contexts is complex and challenging when properly monitored and measured proactively leading to educational gain. Within SAPR a RAG rating system with associated criteria effectively identifies groups of students in need and at risk and stipulates the key staff group responsible for managing and supporting progression and relevant pastoral support of students (Ref 63).
117. Specific Learning Difficulties (SpLDs) such as dyslexia are found in a small percentage of the population and can have a major impact for learning and studying successfully. Short-term memory and organisational skills can be affected. Due to the higher number of LSST population meeting APP criteria. Many of our students present with undiagnosed SpLDs, as a result LSST has invested in resources that can enable educational gain, one such example is our partnership with Educational Guidance Services who can provide diagnostic assessments for SpLDs and ADHD's (Ref 64). Currently LSST funds 50 % of the assessment fee.
118. In addition, LSST provides a rolling programme of workshops to enhance to IT, academic writing, and numeracy skills. These resources are available online and are also run face-to-face as required, particularly for students starting their studies at the foundation level and who have not entered HE via the usual academic route of their younger counterparts.
119. At LSST we are cognisant that educational gain for our students is not only reliant on additional academic activities. This is because for many of our student life is complex and challenging and juggling, work, home, and financial commitment can impact on academic achievement. Our student well-being and welfare teams work with the local communities to provide workshops on campus relating to mental health and resilience. Students who are facing financial difficulty can apply for a fiscal loan, however, the team have identified that guidance and advise in financial budgeting is more effective in enabling students to become resilient in the face of economic challenges.

SO6. The provider evaluates the gains made by its students, and demonstrates its students are succeeding in achieving the intended gains.

120. At LSST we celebrate our students' successes throughout their academic journey. Working closely with our student union, we can demonstrate in our news and across our social media many of our students' achievements (Ref 65 and Ref 66).
121. These achievements range from sending messages into space, through to national writing competitions and webinars with corporate directors of national and international industry. Additionally, students are encouraged to volunteer in their local communities as part of their ongoing personal and professional development, and opportunities for educational gain are again shared via the SU and social media activities.

4. References

- Ref 1 – LSST Business and Strategic Plan 2021-2024
- Ref 2 – HESA
- Ref 3 - SU Constitution
- Ref 4 – NSS 2022
- Ref 5 - Executive Committee Annual Report for 2020-2021
- Ref 6 - QEC Report - QA Summary 14.10.2020
- Ref 7 - LSST Board of Governors minutes - 30.07.2020
- Ref 8 - LSST Board of Governors minutes - 20.10.2020
- Ref 9 - Teaching & Learning Forum minutes – 16.07.2020
- Ref 10 – Staff survey on remote work 2020
- Ref 11 - Mid-Term Survey Summary Report – November 2020
- Ref 12 - BNU Access & Participation report 2020-2021
- Ref 13 – External Speakers Policy
- Ref 14 – Partner agreements
- Ref 15 – LSST Governance Handbook
- Ref 16 – Annual Course Leader Reports submitted to University Academic Link Tutor
- Ref 17 – Annual Partnership Monitoring reports
- Ref 18 – Periodic review report
- Ref 19 – LSST website - <https://www.lsst.ac/about/cma-guidance-and-consumer-law/>
- Ref 20 – Admissions Policy
- Ref 21 – Student Induction Policy
- Ref 22 – Student Handbook
- Ref 23 – Course Handbooks
- Ref 24 - Mid-term Student Experience Survey - May 2022
- Ref 25 – LSST website - Alumni - <https://www.lsst.ac/about/alumni/>
- Ref 25 – SU President on TEF preparation
- Ref 26 - Learning and Teaching Strategy
- Ref 27 – Quality Handbook
- Ref 28 – Course documentation (Module Handbook, Assessment Briefs)
- Ref 29 – EE reports
- Ref 30 – Matrix of LSST policies
- Ref 31 – Internal verification forms
- Ref 32 – Link Tutors moderation forms
- Ref 33 – Staff Development schedule

Provider name: London School of Science & Technology
UKPRN: 10008362

Ref 34 – Module evaluations

Ref 35 – Research Centre Handbook

Ref 36 – LSST website – News - <https://www.lsst.ac/news/lsst-launches-its-first-research-symposium-at-its-aston-campus/>

Ref 37 – Career support fairs

Ref 38 – Staff Development Policy

Ref 39 – Staff Appraisal Policy

Ref 40 – Two-day staff development

Ref 41 – HR data

Ref 42 – Teaching Observation Policy

Ref 43 - Graduate Lecturer Training Programme

Ref 44 – Guest speakers events

Ref 45 – Study Skills seminars

Ref 46 – Personal Academic Tutors Policy

Ref 47 – PDPs documentation

Ref 48 – Academic Support Centre timetable and reports

Ref 49 – QEC Head of Student Lifecycle report - July 2022

Ref 50 - Student Attendance and Academic Performance Panel minutes

Ref 51 – Mental Health Awareness Week guest speakers

Ref 52 – Website - Dragons' Den - <https://www.lsst.ac/news/dragonsden2021/>

Ref 53 – Library Policy

Ref 54 – Infrastructure Documents

Ref 55 - Mid-term Student Experience Survey - May 2022

Ref 56 - Student Engagement Policy

Ref 57 - Student Representative Development Programme

Ref 58 – Student Charter

Ref 59 – Principal's Focus Groups with students

Ref 60 - 'You Said, We Did' campaign

Ref 61 - TEF individual data set shared by the OfS

Ref 62 – Graduate outcome data

Ref 63 – SAPR concept document

Ref 64 - Student Support Policy

Ref 65 – LSST website LSST students sell sumptuous homemade cakes to raise money for The British Red Cross - <https://www.lsst.ac/news/lsst-students-sell-sumptuous-homemade-cakes-to-raise-money-for-the-british-red-cross/>

Provider name: London School of Science & Technology
UKPRN: 10008362

Ref 66 – LSST website LSST Writing Competition 2022 winners revealed by CNN and Tony Blair's Institute for Global Change - <https://www.lsst.ac/news/lsst-writing-competition-2022-winners-revealed-by-cnn-and-tony-blairs-institute-for-global-change/>