

1. Approach to evidence-gathering

All Student Representatives under the direction of their Lead who is also the TEF Student Contact came together to prepare this submission. Initially the team had a meeting with the senior managers and TEF contacts of LSME to discuss the requirement for TEF and our decision to add a student submission. In this meeting, the guidelines for the submission were shared with the Student representatives and we were given the opportunity to know who the TEF Provider Contacts were to facilitate further communication and clarifications where necessary.

We were already aware of the link to the publication of our Student Feedback Report for the 2021-22 academic year and we were informed to contact the TEF contacts should we require further information or unpublished data. The TEF Provider contacts also shared the current published TEF indicators for LSME, which is being analysed for the Provider Submission. The Provider TEF contacts also explained some terminologies such as the definition of educational gains, non-continuation and completion and which students are being covered within the provider submission. The team also agreed that regular contact would be made with one the Provider TEF contacts and drafts will be shared between the team.

The reps under the leadership of the TEF students Contact organised a series of meetings to discuss the nature of the report and unanimously concluded that the submission will be in a written format and supported with written student testimonies. The team agreed the content of the report and distributed the various sections among the members. The student reps used their social media chat room via WhatsApp to hold further discussions. Later a link to a short survey conducted by the management of LSME was sent to all students for their responses. This survey covered the perception of students on the skills they have gained during their studies. We thought this was an important survey, which will add the views of the rest of the students rather than relying only the reps to contribute to the submission.

After this survey, the TEF student contact visited the LSME website for suitable testimonies to include in the document.

The first draft was produced on the 11th of January and this was shared with the TEF Provider Contact who also shared the institutional submission document. We then realised that the provider submission contained a lot of information from our published student feedback report, hence, the Student Contact and the reps agreed that the document is amended slightly to provide a different insight without too many repetitions. We were also advised by the Provider contact to use the suggested template by OfS to prepare our submission.

The student reps used published evidence and information from the short survey on educational gains to compile the final submission.

2. Student experience

1. London School of Management Education (LSME) is a very progressive College located in London that offers undergraduate, graduate, and MBA programmes in Business, Management, Finance and Accounting, Health and Social Care, and a level 5 Diploma in Education and Training (DET). Courses are conducted in English. As a higher education institution, LSME places a major emphasis on ensuring that its programmes are relevant to the professional world in which its graduates want to function.

2. We consider ourselves as mature students from different ethnicities and backgrounds. Majority have families with children and may be in employment. Some of us never considered education at an option because going to a traditional university could not cater for our special needs. However, LSME gave us the opportunity to be able to combine studies with work and family responsibilities and to develop to our maximum potential. This is why it is important to add our voice to this student submission for our TEF rating. Our student experience features the following;

3. One of the benefits of being a student at LSME is the vast array of opportunities available. From coursework to work based learning, LSME provides students with possibilities to increase their knowledge in terms of providing appropriate course materials and providing exemplary support to students to help them to gain the skills they require. To ensure that students take advantage of these chances, LSME encourage everyone to attend by using a strict attendance monitoring procedure and recognition of students with good record of accomplishment in the academic year during the annual convocation ceremony. From a student perspective, this is very encouraging and makes us feel valued and respected. It also instilled the positive notion that hard work pays, encouraging us to cultivate a culture of working hard in order to reap good results.

4. Individual student learning and development is assessed through a number of methods, including written coursework and PowerPoint presentations. At the end of each semester, this information is compiled for students and delivered back to them formatively. Although we engage in collaborative activities in class, Individual learning is the centre of instruction at LSME, and assessments are interwoven throughout the curriculum to support the breadth, depth, and relevance of the subject. The feedback and evaluation are supplied in a number of formats in order to cater to the needs of each individual. The majority of students engage with their course through a combination of online learning on the Canvas VLE and face-to-face instruction and learning; therefore, the delivery of online information is crucial. Initially, we were completely overwhelmed with information and the use of technology. However, in no time, we became acquainted with the use of technology and this boosted our confidence in many ways. For example, the placement teachers felt they can do well when they start teaching and using technology in other institutions and did not feel different from students from other universities¹

¹ LSME Annual Student Feedback Report: 2021-22 Academic Year. Internally published on the VLE.

5. All of LSME's programmes are taught utilising a blended learning method that consists of about 80% classroom instruction and 20% independent study. The design is predicated on students acquiring skills and information via an active combination of several learning modalities, such as classroom and work based learning, learning journal, individual reflection questions, and self-study. The LSME library and online library (Perlego) assist students to reach their academic goals by utilising their research and academic talents as well as developing skills such as critical thinking, time management, academic writing, and independent study.

6. Students are granted access to the virtual learning environment (Canvas) upon enrolment; hence, all communication takes place via this medium. Students can react to their lecturers' queries, complete assignments, and examine each other's work, for instance, by logging into the virtual learning every day. Detailed learning outcomes created with the participation of subject-matter experts guide the development of taught modules. In addition to written coursework, students must demonstrate their practical abilities through group projects and self-study assignments. There is a heavy emphasis on student engagement and teamwork, and students are often expected to give group presentations on major subjects particularly in the Foundation year. The learning atmosphere at LSME is both challenging and engaging, as well as supportive. It gets challenging only when assignment submission deadline is approaching as expected in all other higher educational institutions but our lecturers are available to help students realise their full potential so they pace out the feedback in such a way to reduce the stress associated with the workload. The academic year consists of three semesters, each with a weekly teaching schedule of about 21 hours including independent study. Coursework, face-to-face learning, self-study, and online email discussion with instructors consume several hours. Each programme is administered by a cooperative team of advisors and instructors.

7. Expert instructors with PhDs and extensive business and Health and Social Care experience conduct the courses. The Lecturers also have extensive professional experience, which makes studying simple and enjoyable. The courses provided by LSME combines the theoretical and practical parts of the relevant industry with the goal of training leaders who are able to assume leadership roles in their workplace as well as in many societal sectors. The United Nations, Principles of Responsible Management Education (UN-PRME) are embedded into our curriculum and prepares students for professional practise by exposing us to a broad variety of intellectual and current practical concerns in our chosen fields. The issue of sustainability is currently embedded in the culture of the institution and is indeed transforming students into responsible and accountable individuals. This is visible in various ways through informal discussions and some of the feedback provided during extra-curricular sessions on sustainability².

8. The contribution of allied disciplines, innovation, research, professional practise, and/or employer engagement to students' academic experience has been exemplary. It allows

² Earth Day Seminar- 2022. Internally published on VLE.

students to hone their academic skills by conducting research as part of their undergraduate modules. This contributes to the development of others' lives and assists in the settlement of their problems, so benefiting society. It gives the LSME students the will and tenacity to overcome obstacles and become independent learners. Conducting research also serves to individualize students through strengthening their communication, time management, self-assurance, and collaboration skills, among others.

9. The introduction of the Employability and Enterprise Hub enhances LSME students' employability skills. Through this portal, we are encouraged to undertake paid work or work placement, experiential learning or job shadowing. In order to become an academic, it is vital for students to develop their skills through participation in vocational or professional activities. This suggests that a person can get experience by engaging in work placement or volunteering in the sector or field they intend to pursue after graduation. The Hub and the Graduate First website has been a game changer because it contains several employability skills package for the top UK employers and provides students with the opportunity and confidence to develop a start-up business. See below for some of the testimonies from students.

10. Students at LSME have access to a vast array of volunteer opportunities and extra-curricular activities. These possibilities are accessible to students of all ages and from all walks of life. The goal of LSME is to provide students with the confidence and skills to create a positive social impact in their communities. In the context of an organised service programme within the LSME community, students apply their academic knowledge in a practical setting. Volunteering opportunities include working with the admin and academic staff during LSME's annual international conferences, or annual convocations. We are also given the opportunity to work as student ambassadors in the Access and Participation outreach programmes within our local community. We have the opportunity to attend career fairs externally or visit notable places such as the Houses of Parliament and the Business Show 2022. Our inter-personal skills and awareness of some of the contemporary issues facing our society today were enhanced by our involvement in several extra-curricular activities such as the Macmillan Coffee Morning, Wear it Pink and Diversity day celebrations. We do not only enjoy the fun in these activities but we realised they were good opportunities to raise awareness of cancer, inclusivity and to develop well-rounded students.

11. LSME has been praised by the QAA for the amount of support provided to students. Irrespective of the academic support via tutorials and one to one sessions for students at risk of failing or dropping out. The college offers a tremendous amount of pastoral care and welfare support. The welfare committee is very prompt in responding to our needs and signposting us to the appropriate support. After the pandemic, we experienced that many students required mental health support. As per our request, the college engaged the services of a professional counsellor and never failed to provide pastoral care. On a plus side, we are aware that the staff

of LSME actually do care for our welfare and mental health wellbeing. We are constantly signposted on our VLE to additional support³.

12. We as students can also confirm that our institution indeed listens to our voice and concerns. For example, the Perlego online library was acquired as an additional resource during the pandemic when classes were mainly online. A survey was conducted to ascertain the impact of online learning and students requested additional online resources, as we did not have access to the printed books in the library at that time. It was amazing to be given access to additional online library within weeks of our request⁴. Students were also involved in a survey on the welfare provision in the school. We suggested that we are to attend counselling in-house. A trained counsellor was engaged immediately. Our library books are reviewed and increased every year because of our feedback. In fact, we sometimes suggest changes to the curriculum. For example, we requested the Legal Regulatory Framework and Managing Change module assessment to be modified to reduce the academic burden on students. The Academic Board took this seriously and made a request through our partner university for the relevant changes to be approved. And the list goes on....

3. Student Outcomes

13. Considering all the support we receive from LSME, it is not surprising that our continuation and completion rates as suggested by the TEF indicators are in the excess of 90% and our overall satisfaction in the NSS have been consistently high and above the national average in the last 4 years⁵. Since the provider submission includes a lot of information on the indicators we decided to focus on how we feel our education has actually impacted our lives. While studying, some of us have gone on to obtain highly skilled jobs or are in the process of doing so as suggested in the student testimonies below. In addition to our academic progress, it is imperative to highlight other soft skills we believe we have gained as well as how these will support us in daily lives.

3.1 Knowledge gained on the course and personal development

14. Personal development skills are necessary for academic and everyday success. Personal growth can have a significant impact on a student's academic and post-graduation professional performance. LSME supports students to conduct a personal development plan and start preparing themselves for the world of employment at the beginning of their study during induction and all the way through their studies. In the first two weeks of the start of our programmes, our lecturers stress the importance of getting a good job and support us to have a plan of how we will progress from where we are at the start of the course to where we want to find ourselves by the end of our training. We were also taught how to develop our time management skills, academic writing skills, Harvard referencing, critical thinking skills, and research and enquiry skills and to plan our development for the next three years. Throughout

³ LSME Mental Health and Wellbeing Support: <https://canvas.lsme.ac.uk/courses/114/pages/wellbeing>

⁴ Student Survey on Online Learning-2021. Published on the College VLE

⁵ LSME NSS Results. Available online at <https://lsme.ac.uk/students/national-student-survey/>

our study, we were taught to undertake independent learning and work in groups to improve our collaborative learning and inter-personal skills. Although most of us felt that we have developed the right skills for life in addition to our academic knowledge, we did not think of how we can measure these skills to assess the exact impact of our educational experience. In a short student survey conducted by the senior management to ascertain our personal development and academic gains, the following were the responses:

15. 95% of students indicated that they have been encouraged to develop critical thinking skills while all students indicated they have been encouraged many times (68%) or quite often (32%) to use the critical thinking skills they have developed through the course of their education. All students were satisfied with the reflective skills they developed and they indicated that the use of reflective skills were emphasised many times (68%), quite a bit (27%) or a few times (5%) during their studies. When students were asked how much of their course emphasised the use of independent learning, 77.3% of the responses were 'very much', 13.6% said 'quite a bit' and 9.1% said 'very little'. When students were asked how much of their course emphasised the use of research and enquiry, 91% said 'very much' and 9% said 'quite a bit'. When students were asked how often they engaged in activities that involved, other students 64% said 'very often' and 36% said 'quite often'. These responses suggests that students are very satisfied with the soft skills they have developed alongside their academic work. This is due to the efforts undertaken to care for the needs of all students. The sheer amount of time the teachers use in supporting us is amazing and several students can testify to that. We are proud of the learning community and our access to the key personnel as this enables us to get our views across and to work hard towards achieving our ambitions.

3.2 Progression on the course

16. With a continuation rate and completion rate of over 90%, we are confident that students at LSME are making progress with their studies. For example, data from the Business Management Programme Board suggests that the submission rate for assignments is over 95% and the pass rate is over 85%⁶. Students who have not passed in the first instance are given the opportunity to resubmit their work and often end up achieving. Hence, we have no doubt that we are making academic progress. We decided to conclude our submission with a few testimonies from students to highlight every aspect of the discussion in more detail.

4. Student testimonies for TEF 2023 Submission

1. "I have been a student at the London School of Management Education (LSME) since 2019. Before then, I went online to see the best school that can elevate me to achieve my milestone. LSME was the third school that I checked; as I arrived at the campus, the staff on the site were very welcoming; I was advised on the course that I wanted to enrol for and the opportunity on the course for future purposes. I asked some questions about the school's academics, and delightfully, the person that attended to me explained everything about the academic section, and how it would benefit me. I really enjoyed the

⁶ APMR Report for Business Management-2021-22. Unpublished and stored in archived files at LSME

My foundation stage was quite good. I was empowered and began to realise my potential. I was taught how to address questions, using critical skills to solve problems in a simplified way. I was taught how to manage my time, which has helped me in enhancing decision-making and stopped me from missing new opportunities. I have learnt how to check for plagiarism on my written assignment to avoid copying other people's work and writing academically. At some point, a test was carried out for the students to know the method they can apply to study, and a survey was conducted which shows, how, when as in time, where students can study and assimilate properly; this was very helpful because it revealed how I could improve my studies.

The number of students in the class was pleasant, so it made it easier for lecturers to involve every student in contributing to class lectures and have time for students to be supported individually. Most times, searches are conducted in class based on the topic given, and students come out with different ideas and give a presentation on their findings. The _____ commented based on information we derived individually. It is one of the best experiences I have ever had; it gives me the confidence and boldness to speak to a large audience without being anxious.

The teaching methodology at LSME is exceptional, _____ carries students along in their teaching, ask question after lecturing and give room for student to ask questions for clarification and certainty. At assessment time, lecturers always encouraged students to start earlier; they reviewed it and gave feedback promptly, giving us time to amend our assignment before the final submission.

LSME is much more diversified, and ethical, celebrating different cultures, supporting charity organisations, and having different projects that help youngsters in the community to access and progress in to higher education. This is a remarkable venture, which i believe will continue in the years ahead.

We are all privileged to be part of the LSME community because, when the school management listens to us, we feel valued and empowered to be our best". **IBSc (Hons)**

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surrounded by individuals who are enthusiastic about education. I appreciate the adaptability that LSME affords its students in terms of how they might approach the learning process. I would recommend LSME to everyone since it provides an excellent chance to acquire a wide variety of intellectual and professional skills. I plan to pursue a master's degree to continue my education at LSME". [**BSc (Hons) in Business Management Student**]

3. "The feedback I've received from my lecturers has been outstanding; they have always acknowledged the effort I've put into my work, and this has been a driving aspect in enhancing my academic abilities. There is always space for development, and LSME does not shy away from this fact. The assistance supplied by my tutors is exceptional; they are quite helpful in all areas that worry me and ensure that my concerns are resolved in a timely manner". [**BSc (Hons) in Health and Social Care Management Student**].

4. "I have learnt a lot of academic skills. For instance, I learnt that plagiarism is the act of passing off the work or ideas of another as one's own. This can be purposeful, in which case it is referred to as "copying," or inadvertent, in which case it is called "paraphrasing." Understanding the distinction between plagiarism and paraphrase has been one of the most crucial components of my course for me as an LSME Business Management student. There is a good chance that I will never use these terms in any other context than what is described here. Why? Because I am willing to accept the term "plagiarism" as an academic term, because it is often used in academic writing, and because it is essential for scholarly work. The distinction between plagiarism and paraphrasing is a grasp of concepts as opposed to simple words. Plagiarism is the representation of another's work or ideas as one's own, as well as the production of derivative ideas that have no original aspects. In contrast, paraphrase emphasises words and may be employed in a number of circumstances. It is the purposeful use of a different phrase for the same concept. Not a case of plagiarism. In essence, plagiarism includes passing off the work of another as one's own. Selecting the appropriate words to describe an idea or notion that you intend to communicate is required while paraphrasing. Plagiarism and rephrasing are not only distinct terminology; they are distinct concepts with distinct repercussions for the academic community and writing in general". [**BSc (Hons) in Business Management Student**].

5. "LSME supported me to plan my future and thought me a lot of study skills. After the induction process, i wrote down this reflection. "My personal development objectives include: updating my resume and preparing for interviews; encouraging myself to ask questions at seminars and lectures so that I can be an active participant in the learning process; using my time more efficiently to accomplish more by becoming more organised; and presenting myself as a confident person by being assertive and speaking up in class. I may reach these personal development objectives in part by focusing on my self-confidence. Self-assurance is necessary for success and personal growth. To increase my self-confidence, I must engage in activities that may make me feel vulnerable or uncertain, such as participating in class discussions, asking questions, and giving presentations. Self-confidence is a talent that can be acquired, thus the more opportunities I can find to cultivate it, the better my future employment possibilities will be. Time management is another crucial area of growth that will be of immense use to me in the future. Time management entails preparing ahead in order to finish activities and meet deadlines. There are many times demands at the college, leaving us with very little freedom in how we manage our time. I will improved my time management abilities so that I can complete all of my assignments in a quick and effective way, ensuring that I complete more assignments than I begin. This will allow me to devote more time to studying and reviewing. Implementing a weekly calendar with many deadlines was an excellent method to begin improving my time management skills. I also feel self-motivation to be an important quality for my future role. Self-motivation results from the act of

establishing personal objectives, such as being assertive in class or studying diligently enough to earn the grades I need for further studies". Looking back after studying with LSME, I can confirm that I am more confident and self-motivated. I have managed my time well and submitted all assignments before the deadline; I am ready to start attending interviews for a position in my work place. Thanks to LSME, I am able to fulfil my dreams." [**BSc (Hons) in Business Management Student**]

6. "I started the BSc (Hons) Health & Social Care course in September , The knowledge accumulated at LSME helped me be promoted to a management position at my workplace. Is this not a remarkable achievement? I would also like to thank LSME, as I felt confident in the Health and Social Care sector and I have more clarity for my future".

7. "I was a student on the BSc (Hons) Health & Social Care Management course My studies for three years at the London School of Management Education (LSME) was enjoyable for the following reasons;

Firstly, when I started I was not computer savvy, however, having spoken to my Programme Leader about my problem immediately put in measures for someone to sit with me over a period of several weeks to teach me on how to use the computer properly. In addition, the receptionists offered their assistance whenever I needed help.

Secondly, feedbacks were quick, and the lecturers would spend a great amount of time with the students to make sure each student understood the discipline in full. I must say, the lecturer's attention to detail is second to none. Also, the lecturers will provide as much feedback as possible to ensure students' grades are of a high level. Also, class discussions were very useful and informative.

For this reason, the support I get from lecturers at this institution, I do not think I will get the same level of support at another learning institution based on conversations I have had with family members and friends.

Fourthly, the journey has not been easy but i can say we were adequately supported to make it. Even when we feel unwell, be it physical or psychological, our teachers stay with us to ensure we are comfortable until we leave the building and they will make it a point to check on us the following day. This is amazing

Finally, LSME has a calm and friendly atmosphere to learn. I feel very relaxed and comfortable in my learning environment. I am currently in the process of seeking a highly skilled employment in a managerial capacity I have more confidence and I hope you succeed shortly."

8. "As a student of LSME in Business Management, I wanted to assess my development thus far. I appreciate that the lecturers at LSME are all trained professionals who are really engaging and make lectures entertaining - they frequently remind me it's okay to ask questions if I do not really understand anything. I appreciate that they frequently tie class theory to real-world instances, so I feel that what I learn in class is applicable to real-world situations. LSME supports a student-centred approach to learning, including independent study and course completion. While studying online during

the pandemic, we are offered with a great deal of structure and assistance; we were instructed on how to study efficiently, and various tools are made available to help students obtain the materials and resources required for each lesson. The professors' comments on my work were usually constructive and timely, and there is ample time for discussions with mentors and tutors if any issues or concerns require explanation. I also appreciate that there is a healthy mix between lecture-based learning and active student engagement. I found the comments from coursework and peer reports to be quite interesting and useful, and it enabled me to enhance my learning results. It is crucial to note that LSME's virtual classroom replace the face-to-face sessions during the pandemic but it was a safe place for discussions with students, volunteer mentors, and professional tutors provides you with all the assistance you need if you are required to study from home. I enjoy that I must always keep learning in mind when studying, that the content is applicable to the actual world, and that I gain a great deal of practical experience. Because there is a clear sequence and definition of unit objectives and results, it is simple to comprehend what we are expected to study. As our work is evaluated throughout the course, we are also able to gauge our progress. When there were modifications or additions to modules, they were announced in advance and delivered to us with ample time to adapt our study plans. The course material is pertinent, I learn a great deal from it, and I believe it is extremely well organised, so there is no ambiguity about what we should be studying. We are also given with an abundance of materials and instruments to help us do the task. This allows us to gain the abilities and confidence necessary to complete classes and assignments. I believe that the LSME learning strategy allows for a customised learning style since I am given the freedom to determine my learning speed based on my needs." **[BSc Hons Business Management Student]**

We will conclude by saying that we value our institution in the same way that the institution values us. We are very comfortable studying at LSME and would not change it for any other institution in the UK because although we are all mature and from diverse backgrounds in socio-economic status, race and ethnicity, LSME has brought us all together and is undoubtedly transforming us with relevant skills to empower us to face our future. We cannot ask for more.

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