



BRITISH ACCREDITATION COUNCIL INSPECTION REPORT

Independent Higher Education (IHE)

Re-accreditation Inspection

NAME OF INSTITUTION: London College of Contemporary Arts Ltd

ADDRESS: Sceptre Court
40 Tower Hill
London
EC3N 4DX

HEAD OF INSTITUTION: Deborah Hayes

DATE OF INSPECTION: 20–22 January 2025

ACCREDITATION STATUS AT INSPECTION: Accredited

DECISION ON ACCREDITATION:

- Re-accreditation awarded for the full four-year period
- Probation accreditation
- Decision on accreditation deferred
- Award of accreditation to be withdrawn

DATE: 25 September 2025

PART A – INTRODUCTION

1. Background to the institution

The London College of Contemporary Arts (LCCA/the Institution) is a privately owned higher education provider. It is a specialist institution that delivers courses in the creative arts, business management and hospitality management. The Institution has two London campuses located in Tower Hill and Aldgate in the City of London in the United Kingdom (UK).

LCCA aims to provide creative, innovative and industry-focused programmes that enable students to shape their future in employment. The Institution keenly focuses its pedagogic approaches on experiential learning, blended learning and inclusivity and has developed a unique pedagogic approach, which offers holistic education to diverse student groups with the aim of widening participation. Students can choose between a range of study modes, all of which are delivered through a blend of in-person and online learning. They can study during weekdays, weekends or evenings.

The Institution is led by the Managing Director (MD), who is supported by a Senior Management Team (SMT) consisting of, but not limited to, the Principal, Deputy Managing Director (DMD), Head of Quality Assurance (HoQA), Head of Administration (HoA), Head of Academic Operations (HoAO), Deans and a Director of Employability (DoE).

LCCA was established in October 2016 as an independently run organisation under Global University Systems (GUS), which is the parent company. GUS provides payroll, human resources, marketing, and financial and legal services to LCCA, as well as access to administrative staff. LCCA and GUS jointly determine the Institution's constitutional governance structure and policies in a number of key areas, although LCCA retains academic autonomy.

The Institution has a franchise agreement with the University for the Creative Arts (UCA) to offer a four-year integrated foundation programme, eight Bachelor of Arts (BA) programmes and two Master of Arts (MA) programmes. These programmes were successfully re-validated in 2023.

2. Brief description of the current provision

LCCA's provision ranges from programmes at Levels 3 to 7 in Fashion, Graphic Design, Fashion Management and Marketing, Fashion Management and Promotion, Business Management, and Hospitality Management.

All programmes are delivered via a blended learning approach at the London campuses and online, which gives students the opportunity to combine their studies with employment.

At the time of the inspection, there were 6,489 students enrolled on foundation and BA programmes. A small majority of the students are male. A small minority of students are UK nationals, most are European and a few come from other countries but already live and work in the UK.

At the time of the inspection, there were no students under the age of 18 enrolled on any programmes. LCCA has capacity for 948 students Monday to Saturday and for 1,764 students on Sundays at the Sceptre Court campus, and for 1,106 students a day at the Aldgate campus. There is no limit on online student enrolment.

Students are enrolled in February, June and October each year. Students must meet standard, published entry requirements to enrol on each course.

3. Inspection process

The inspection was undertaken onsite over three days by three inspectors, including a student inspector. Meetings were held with the MD, the DMD, the Principal, the HoQA, the HoA, the HoAO, Academic Deans and other senior leaders and managers. Meetings were held with a group of undergraduate students and with academic and administrative staff. Inspectors undertook a tour of the Tower Hill and Aldgate campuses and observed a range of lessons at both campuses. A wide range of documentation was provided during the inspection for scrutiny. The Institution co-operated fully with inspectors throughout the inspection process.

4. Inspection history

Inspection type	Date
Full Accreditation	23–24 November 2017
Midway Probation	22 August 2018
End of Probation	5 March 2019
Interim	12 May 2020

PART B – JUDGEMENT AND EVIDENCE

The following judgements and comments are based upon evidence seen by the inspector(s) during the inspection and from documentation provided by the institution.

INSPECTION AREA – GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

1. The institution is effectively and responsibly governed

1.1	The organisational structure is clearly defined, documented and understood by all stakeholders, including the role and extent of authority of any owners, trustees, advisers or governing body.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.2	Those responsible for governance understand the institution's strengths and weaknesses and provide support and hold senior managers accountable for improving the quality of learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.3	Appropriate measures are in place to protect the integrity of academic freedom.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.4	The link between governance and management is clearly articulated and documented.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.5	Internal stakeholders develop and implement policy through appropriate structures and processes while involving external stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.6	The institution has a written risk management strategy that includes financial planning that is effectively implemented and regularly reviewed and updated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
1.7	The institution has the necessary formal and transparent agreements in place with its educational partners.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
1.8	The institution has effective communication channels between all stakeholders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution is well governed. The SMT provides clear direction that supports the Institution's planned development within the higher education sector effectively. The Institution has a clear and effective organisational structure, with the role of the governing body clearly defined and well documented.

Organisation charts and policy documentation ensure that the structure is communicated effectively to all stakeholders, including members of the academic governance and executive committee structures, managers, staff and students. These arrangements ensure the Institution is governed effectively and responsibly.

Members of both the academic governance and the executive committees have a detailed understanding of the Institution's strengths and weaknesses. LCCA's mission strategy and vision statements are annually reviewed, with the Institution's strengths, weaknesses, threats and opportunities being effectively assessed and revised. Regular internal quality assurance reports include feedback from all stakeholders. Consequently, governors have a clear oversight of all aspects of the Institution's work, provide appropriate support, and hold senior managers accountable for improving the quality of learning.

Academic freedom is effectively regulated and protected by the Institution's committees and senior leaders. For example, the academic governance committee structure provides comprehensive academic leadership, including in overseeing and protecting academic freedom.

The link between governance and management is clearly articulated and documented in the Institution's organisation committee structures and its governance framework documents.

Internal and external stakeholders are actively involved in the development of LCCA's policies. For example, the Institution has student members as part of its committee structures and who are actively involved in the review, revision and development of key policies. In addition, LCCA discusses policy changes with UCA in termly partner meetings.

LCCA has a clear and detailed written risk management strategy that includes financial planning. This is effectively implemented and regularly reviewed and updated through the constitutional governance structure and senior leaders. Risk assessment reports and committee meeting minutes demonstrate an effective approach to identifying and reviewing risks and taking appropriate corrective actions, where required, to mitigate these risks. As a result, senior leaders have been effective in managing and mitigating business risks, which has supported a high level of student growth and financial security within the Institution.

LCCA has the necessary formal and transparent agreements in place with its education partners. The Institution's relationship with GUS and UCA is clearly defined in contracts and legal documents and this is effective in ensuring that the expectations and responsibilities for quality and compliance are fully met.

There are highly effective channels of communication between internal and external stakeholders. These include effective use of the Institution's Virtual Learning Environment (VLE) and Management Information Systems (MIS). As a result, stakeholders are effectively informed and kept up to date.

2. The institution has a clear and achievable strategy

- | | | | |
|-----|--|---|-----------------------------|
| 2.1 | There is an appropriate strategy that includes the quality of the student experience and supporting plans for institutional development. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.2 | There is provision for stakeholder input, including governors, management, staff and students, to inform the strategic direction of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 2.3 | The strategy is effectively communicated to all relevant stakeholders. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Senior leaders have implemented a clear and achievable strategy for the development of the Institution's higher education provision in line with its mission and the planned growth in student numbers. Finances are monitored and managed by LCCA executive staff and GUS management in order to ensure that the Institution can support and maintain its plans for development.

Leaders, managers and staff confirm that the strategic direction of the Institution is developed in consultation with internal and external stakeholders. The views of internal and external stakeholders are captured through LCCA's committee structures and other formal feedback mechanisms, such as student feedback surveys and the student, staff, GUS and UCA representatives who attend the Institution's various boards and committees. As a result, the strategic direction of LCCA is informed by the views of a wide range of relevant stakeholders.

The Institution's strategic direction is effectively communicated to all stakeholders. For example, strategic decisions are regularly communicated to stakeholders through e-mails, staff events and training, as well as the LCCA's website. As a result, stakeholders are aware of the Institution's mission and strategy as the Institution develops.

3. Financial management is open, honest and effective

- | | | | |
|-----|--|---|-----------------------------|
| 3.1 | The institution conducts its financial matters professionally, transparently and with appropriate probity. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 3.2 | The institution's finances are subject to regular independent external audits. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution conducts its financial matters professionally, transparently and with appropriate probity and in accordance with UK requirements. For example, the Executive Council prepares five-year management accounts and budgets detailing all costs and expenditure.

These accounts and budgets are approved and monitored by the SMT and reviewed by the Board at each meeting. This ensures appropriate scrutiny, transparency and probity.

The Institution's finances are subject to regular independent external audit, as required under UK law.

INSPECTION AREA – GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

4. The institution is effectively managed

- | | | | |
|-----|--|---|-----------------------------|
| 4.1 | The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.2 | There is an appropriate and effective committee structure with appropriate reporting lines to inform management decision-making. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.3 | Committees have clear and appropriate terms of reference. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 4.4 | Committees meet regularly, and the meetings are accurately recorded with clear action-planning | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Discussions with senior leaders and a review of the organisational chart and staff Curricula Vitae (CVs) show that the head of the Institution and senior managers are suitably qualified and experienced to manage LCCA. They are fully aware of their responsibilities and are effective in carrying them out. As a result, the Institution benefits from strong, confident leaders who are effective in ensuring the smooth running of the Institution.

The Institution completed a staffing and curriculum restructure at the end of the academic year in 2021. This resulted in the appointment of a new executive team and further, subsequent appointments. All the senior members of staff are highly experienced higher education professionals, with a vast working knowledge of the private and public sectors, academic enhancement and approaches to widening participation.

A comprehensive committee structure is in place that supports the day-to-day running and decision-making of the Institution effectively. The wide range of committees supports senior leaders effectively to make informed decisions. Committees have a suitable and logical structure, clear terms of reference, reporting lines and appropriate membership, including students and external stakeholders where relevant. As a result, decisions taken at all levels are made or endorsed by the Institution's management.

Committees at all levels have clear and suitable terms of reference, ensuring that discussions within committees have an appropriate focus.

All committees meet regularly. Meetings are effectively recorded, ensuring an accurate record is kept of proceedings. This ensures that decisions and actions are accurately recorded and can be appropriately reviewed.

5. The institution is administered effectively

- | | | | |
|-----|---|---|-----------------------------|
| 5.1 | The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.2 | Administrative procedures and systems are well documented and disseminated effectively across the institution and are accurate and fit for purpose. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.3 | Classes are timetabled and rooms are allocated appropriately for the courses offered. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.4 | Data collection and collation systems are well documented, accurate and effectively disseminated. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.5 | Students' records are sufficient, accurately maintained and up to date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.6 | Staff records are sufficient, accurately maintained and up to date. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 5.7 | The institution has a robust security system and policies in place to protect the data of its students and staff. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

5.8	The institution has processes through which it verifies that the student who registers on the programme is the same student who participates and completes and receives the credit.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.9	There are secure and efficient procedures for the administration of examinations and other means of assessment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.10	There are effective procedures for internal and external moderation at pre- and post-assessment stages.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.11	The institution makes student records and transcripts available to its students in a timely manner.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
5.12	There is a policy for the collection and refund of students' fees that is implemented effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Discussions with senior managers and staff and a review of documentation confirm that the administration of the Institution is effective and that the administrative team is of a suitable size, both overall and for each of the Institution's campuses. As a result, LCCA is administered effectively.

Clear and well-documented administrative procedures and systems are disseminated effectively across LCCA. For example, details of the function of the administrative team are outlined during induction and are available in the student and staff handbooks. These handbooks are accurate and fit for purpose and ensure that administrative functions are effective in supporting the day-to-day activities of the Institution.

Samples of timetables show that timetabling is effective and accessible to students. All timetables are available online and are up to date and accurate, ensuring that students have ready access to information about where they should be and when. Lesson observations confirmed that rooms are suitable for the courses delivered.

Data collection, storage and collation methods are effective and made known to all relevant staff via the Institution's MIS. Access is appropriately password restricted. Student and staff records are comprehensive. All records are therefore secure and cannot be accessed by unauthorised persons.

Student records, which include appropriate checks on identification and prior achievement, are accurate and well documented. Student and staff records are effectively maintained in well-organised, electronic files. All records are securely stored, easily accessed and used effectively by administrators, tutors and managers.

Appropriate data protection and privacy policies and procedures are in place to ensure the security of personal information. The Institution appropriately verifies that the student who registers on the programme is the same student who participates in and completes the course and receives the credit.

LCCA works closely with the UCA admissions department to guarantee the security of the admission process. Student identity is checked whenever a student accesses one of LCCA's or UCA's functions. This ensures effective verification of student identification throughout their studies.

The Institution's courses do not feature examinations. Personal assignments are subject to internal and external moderation, with the latter using UCA's pre- and post-assessment moderation procedures, which are undertaken by UCA's link tutor. This verifies that the student who is registered on the programme is the same student who participates in and completes and receives the credit.

Students are provided with transcripts after the Assessment Boards. In addition, academic records and transcripts are readily available to students on request from UCA's administrative team.

Fees are paid to UCA who are responsible for the refunds if necessary. A clear and appropriate policy is available on the Institution's website. This ensures that the collection and refund of students' fees are implemented effectively.

6. The institution employs and continues to support appropriately qualified and experienced staff		
6.1	There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.2	All staff, including teaching staff, are suitably qualified and experienced and understand their specific responsibilities.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.3	There are clear and appropriate job specifications for all staff.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.4	There are effective procedures for the induction of all staff.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.5	The institution is fully committed to the fair treatment of staff in line with a published equality and diversity policy.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.6	Staff have access to an appropriate grievances and appeals procedure.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.7	Management monitors and reviews the performance of all staff through a clearly documented and transparent appraisal system that includes regular classroom observations of teaching staff.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
6.8	The professional development needs of all staff are identified, and measures are taken to support staff to address these and gain additional qualifications, where relevant.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution employs and supports appropriately qualified and experienced staff. For example, academic staff are expected to have a minimum of a first degree in a relevant subject and industry experience. In addition, recruitment policies outline a range of clear and appropriate recruitment processes that are implemented effectively.

A review of CVs and meetings with staff confirmed that staff members are suitably qualified and experienced to carry out their roles. Clear job descriptions, detailed policies and effective management ensure that staff understand their specific responsibilities and carry these out effectively.

The Institution has effective induction arrangements. These arrangements ensure that staff understand LCCA's and UCA's systems and procedures and the expectations for teaching, assessment and quality assurance. Staff handbooks and policy documents provide detailed guidance that helps staff members settle into their roles quickly. Staff confirmed that the support provided in the induction programme is effective.

LCCA policies clearly detail its commitment to equality and diversity and the fair treatment of staff. In meetings with inspectors, staff confirmed that they are treated fairly and in line with published policies.

Staff have access to appropriate complaints and appeals procedures via the detailed employee handbook, which is made available through secure online platforms and during induction. As a result, staff understand how to raise a formal grievance with senior leaders if required.

Leaders and managers have implemented effective and systematic arrangements to monitor and review the performance of all staff. Staff are required to undergo annual performance reviews and talent recognition as part of GUS processes. Staff performance is managed through this process and also through one-to-one and target-setting meetings. Staff confirm that regular teaching observations are part of the academic staff appraisal.

Staff professional development training requirements are identified through formal means and are effectively monitored through the learning and teaching committee. As a result, staff undertake further qualifications and research to support their Continuing Professional Development (CPD) and attend additional staff development opportunities.

7. Academic management is effective

- | | | | |
|-----|--|---|-----------------------------|
| 7.1 | There are effective procedures for the proposal, design and validation of programmes of study that take account of the mission of the institution and feedback from students and involve external input, as appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.2 | Intended learning outcomes for all programmes are clearly articulated, are understood by students and are publicly available. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.3 | There are regularly scheduled and recorded meetings of academic staff where academic programmes are reviewed. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 7.4 | There is an appropriate policy and effective procedures for the acquisition of academic resources to support programmes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be: Met Partially Met Not Met**Comments**

LCCA courses are validated by UCA and are subject to the validation, periodic review and annual monitoring procedures of the university. A review of course validation documents shows that procedures for programme validation are thorough and aligned with LCCA's aims.

Validation reports show that there is student representation on validation panels, as well as stakeholder observers. As a result, there is full representation on panels and detailed scrutiny of programmes that are put forward for validation to ensure that their content, breadth and depth are appropriate for the level of the qualification.

Programme learning outcomes are well constructed and at a level that is appropriate for a programme's requirements, as identified in the Assessment Plans. As a result, learning outcomes are clear, appropriate and made publicly available via the Institution's website and VLE.

Minutes and agendas from academic boards, together with discussions with staff, show that all aspects of each programme are regularly reviewed. Minor amendments can be made if required. This ensures that programmes can be adapted to reflect any developments in a vocational area.

The Institution has a range of procedures in place to ensure that academic resources are acquired effectively to support each programme. Clear details of how to request academic resources to support teaching for existing programmes are in place and easily available to staff. Requests are reviewed and approved effectively by senior managers with responsibility for budget allocation.

8. The institution takes reasonable care to recruit and enrol suitable students for its courses

- | | | | |
|-----|---|---|---|
| 8.1 | Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme descriptions that are made available to prospective students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.2 | A formal application process ensures that any claimed qualifications and language competency requirements are checked and verified. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.3 | All students' application enquiries are responded to promptly and appropriately. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.4 | Students are provided with sufficient information to enable them to make a judgement on the suitability of the courses and their delivery methods and can discuss any concerns before registration. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.5 | There are effective processes in place to confirm that students meet published entry requirements and have the capability to complete the programmes for which they are enrolling. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.6 | The institution has a clear policy on the accreditation of prior learning and prior experiential learning that is brought to the attention of prospective students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 8.7 | Any recruitment agents are properly selected, briefed, monitored and evaluated. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No <input type="checkbox"/> NA |

This standard is judged to be: Met Partially Met Not Met

Comments

Entry requirements for each programme are set at an appropriate level and are clearly stated in the programme specifications. These are readily available on the LCCA website and include qualification and language requirements. Entry requirements are also stated in the prospectus.

There is a formal application process in place. Prospective students apply using a comprehensive application form that includes their education history, contact details, a personal statement and the disclosure any learning needs or disabilities. To verify their language competency, students must have studied an appropriate level of English language programme, provide an International English Language Testing System (IELTS) certificate or equivalent, or undergo a language assessment.

All previous qualifications are verified before registration.

Student queries are responded to promptly. Admissions are managed by the admissions team, whose members ensure that all enquiries are responded to in a timely fashion. External student recruitment agents can also be contacted regarding the courses. Applicants can attend open days at which staff are available to answer any queries.

Prospective students receive comprehensive information and guidance about the requirements of each programme, ensuring that they can make fully informed decisions about their study options. Recruitment agents play a significant role in providing students with information to assess the suitability of their chosen programme and have appropriate subject knowledge. The Institution monitors rejection rates, which are mapped against each agent, and ceases to use agents with continued high rejection rates.

Students' eligibility is reviewed carefully. Where accreditation of prior learning and prior experiential learning (APEL) applies, careful consideration is taken of the standard of APEL before enrolment takes place. The process is comprehensive and well documented. For example, application forms are carefully considered by the admissions team to ensure applicants meet the published entry criteria.

Interviews have recently been made mandatory for all applicants. These are used to assess students' suitability for their chosen programme. As a result, the process is effective in ensuring that students have the required skills and knowledge to be able to succeed on the programmes for which they have enrolled. Inspectors agree with this view.

The Institution recognises and has a clear policy on APEL and has an appropriate process to assess any credits acquired at other institutions. For example, staff are trained in the application of APEL, and students are aware of this process. Programme leaders are responsible for making the final decision about the application of APEL and are required to complete a standard template as part of mapping and assessment.

The Institution uses recruitment agents. A due diligence process is in place that includes references and assessments of agents' websites and their social media presence. The Institution also has a review process in place, and the register of approved agents is reviewed annually. Agents are regularly briefed on the content of the programmes on offer and the study requirements.

9. **The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities**

- | | | | | |
|-----|---|---|-----------------------------|-----------------------------|
| 9.1 | The institution encourages academic staff to undertake and engage with relevant research and/or scholarship that informs their teaching and to publish their findings, where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.2 | There is a fair and transparent procedure for staff to seek financial support for their research. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |
| 9.3 | The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No | <input type="checkbox"/> NA |

This standard is judged to be:

Met Partially Met Not Met NA

Comments

Academic staff confirmed that they feel well supported in their research and other scholarly activities. A number of academic staff are currently involved in research and have published their findings, or intend to. Requests for support with these activities can be made and research is actively supported by the Institution.

Procedures for such support are clearly detailed in LCCA's scholarship support documentation. The policy is fair and transparent and has resulted in a number of staff being supported financially to study for a recognised professional teaching qualification as part of LCCA's documented staff CPD process.

Staff meet regularly to share and discuss their current research activities and, if appropriate, invite external speakers. Appropriate financial support for research is available.

10. **Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum**

10.1	Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.2	Information on the programmes available and their assessment and progression is comprehensive, accurate, readily accessible and up to date.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.3	There are effective procedures to update information on a regular basis to ensure its relevance and accuracy.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.4	The information provided ensures students are well informed about the status of the qualifications offered, including the awarding body and level of award.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
10.5	Students are informed of the full cost of all programmes, including the costs of assessments, activities and required materials.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

LCCA's publicity material provides an up-to-date and accurate description of the Institution and its curriculum. A review of the website and the printed publicity materials confirms that text and images accurately depict the Institution's location, courses, premises and facilities.

The Institution's website and student handbook provide accurate and comprehensive information on each of the courses offered. Senior leaders ensure that systematic processes are in place for reviewing and updating the information when required. As a result, the information, advice and guidance given are relevant and accurate.

A comprehensive range of high-quality publicity materials and handbooks and a well-developed induction programme ensure that students are well informed about the status of the qualifications offered, including the level of award and a detailed breakdown of costs.

INSPECTION AREA – TEACHING, LEARNING AND ASSESSMENT

11. **Academic staff are effective in facilitating student learning and engagement**

11.1	Lecturers have the necessary pedagogic and communication skills to teach the course content and level of course to which they are allocated.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.2	The allocation of teaching staff to courses provides a consistent learning experience.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.3	The programmes and their constituent courses are delivered and assessed in ways that enable students to succeed by developing the knowledge and skills that will be required for final assessments.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.4	Teaching sessions are appropriately informed by module descriptors and relate to defined intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.5	Academic staff are effective in recognising individual learning needs and adapting their approach to meet the needs of all students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

11.6	Academic staff use effective learning activities to encourage the active participation of all students and to support their learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.7	The institution has appropriate methods in place to encourage and measure student engagement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.8	Students are encouraged and enabled to develop independent learning skills.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
11.9	Students and academic staff have access to appropriate learning and study materials as well as other resources, and the institution encourages and supports their use.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

A review of tutors' CVs demonstrates that they have appropriate experience in teaching their respective subject areas and in most cases have a wide range of industry experience. Observations of teaching confirm that tutors have high levels of subject knowledge and good academic and communication skills. Tutors are allocated to teach on courses and levels that reflect their qualifications and experience.

Teaching staff are appropriately allocated to courses to ensure a consistent learning experience, with delivery being regularly monitored by managers to ensure this is the case.

Lessons observed meet the requirements of the relevant module descriptors and fully cover the stated learning outcomes. The design of programmes and modules is highly effective in supporting and enabling students to develop their knowledge and practical skills so that they are successful in their assessments.

Lesson planning is detailed and effective in meeting the needs and learning styles of the students. Teaching is often in small groups or through online learning and includes a good mixture of group and individual activities. This engages students, keeps their interest and supports a positive learning experience.

Staff encourage and develop students' independent learning skills effectively via class activities and research tasks.

Students and staff have access to a wide range of appropriate and high-quality learning and study resources on the Institution's VLE. Students and staff confirm that the Institution fully encourages the use of the VLE.

12. Assessment is fair and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work

12.1	Students are provided with an assessment schedule in which required assessments and revision periods are detailed in advance, with clear submission deadlines.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.2	Assessment strategies are relevant to the content and nature of the courses and are focused on measuring students' achievement of the intended learning outcomes.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.3	Assessment tasks are clearly written, indicating what students need to do to meet stipulated levels of achievement.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.4	Students receive detailed and supportive feedback on their assessments and overall performance and progress, which are effectively monitored.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.5	The institution takes appropriate steps to identify and discourage academic malpractice, including plagiarism and other misdemeanours, and to penalise offenders.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.6	There are clear policies and procedures for students to claim mitigating circumstances.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
12.7	There are clear policies and procedures for students to appeal against marks awarded.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Detailed assessment schedules are provided to students at the start of each course and are published on the VLE. This ensures that students are fully informed of formative and summative assessment submission dates and any planned revision periods. As a result, assessment is fair and appropriate.

Course outlines, assessment plans and session plans show that assessment strategies are effective and match the content and nature of the courses. This ensures that all the required learning outcomes are met.

Assignment briefs are well written and detailed and provide clear tasks that are effectively linked to learning outcomes. Tasks allow a full range of grades to be achieved and appropriately reflect the module grading criteria.

Students receive detailed and supportive spoken and written feedback on their assessments and their overall performance and progress. Academic staff effectively identify areas where individual students have done well and where they could have developed their work further. Student progress and performance are monitored very carefully, with timely action taken if a student is not making the expected progress.

The Institution has effective mechanisms in place to identify and discourage cheating and plagiarism. An appropriate academic and disciplinary policy is communicated to students at induction. The policy is also available on the Institution's website and includes guidance on possible penalties. The Institution uses appropriate software to identify cases of plagiarism.

There is a comprehensive framework that supports students in claiming mitigations and for making assessment appeals. Students are informed of the policy and procedures at induction and at the beginning of each course. The policies and procedures are also featured in the student handbook.

Students can appeal their grades for assessments, including for written papers and practical projects. Students have appropriate escalation arrangements if they are dissatisfied with the outcome of the appeal process. This results in a fair and responsive system for students appealing their marks.

13. Student materials are appropriate to the medium of delivery and are effective

13.1	Course materials are designed for a specific and clearly stated level of study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.2	Course materials are appropriately presented and sufficiently comprehensive to enable students to achieve the programmes' objectives.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.3	Course materials are accurate, reflect current knowledge and practice, and are regularly reviewed and revised.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
13.4	Programme designers make effective use of appropriate teaching aids and learning resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Student learning materials are effective. Meetings with staff and scrutiny of course materials demonstrate that the materials are of a high standard and are designed for a specific and clearly stated level of study.

A comprehensive range of resources is available on the VLE. These are effective in supporting learning and enable students to achieve the stated aims of their chosen programme of study. Materials are regularly reviewed and revised by academic staff to ensure that they are accurate, reflect current knowledge and practice, and are fit for purpose.

Appropriate teaching aids and study materials are designed by staff and used effectively to support learning. Students have good access to all available resources on the VLE.

INSPECTION AREA – STUDENT SUPPORT, GUIDANCE AND PROGRESSION

14. Students receive pastoral support appropriate to their age, background and circumstances

14.1	There are appropriate staff members responsible for student welfare who are accessible to all students and available to provide advice and guidance.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.2	Students are given a suitable induction to the institution and their programme of study and receive guidance on the use of facilities.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.3	Students receive appropriate information on the pastoral and emergency support available, and referral to external specialists, as required, in connection with students' mental health and well-being.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.4	The institution has suitable policies, procedures and practices in place to ensure the fair treatment of students and to avoid discrimination, bullying and harassment.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.5	There are effective systems to communicate with students outside class hours.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
14.6	Effective safeguarding arrangements are in place and are regularly reviewed to keep all students safe.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
14.7	Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

LCCA provides a very supportive environment, with a number of qualified staff available to ensure a high level of student welfare. The Institution operates an academic mentoring scheme, with each student being assigned a mentor who provides academic support. In addition, a Head of Student Accessibility Services, Well-being Officers and a Student Disability and Well-being Officer are in place, who are all available for all students to contact. Students confirmed that they are very happy with the support provided by the Institution.

Students receive a comprehensive induction before commencing their studies. The induction covers areas such as safeguarding and the Prevent duty, student engagement and support, and an introduction to the VLE and the academic mentoring scheme.

An administration presentation informs students about attendance and progression monitoring arrangements at the Institution. In addition, students receive detailed information about the emergency support available, including referral to external specialists regarding mental health and well-being.

There is a suitable documented policy and procedure for dealing with discrimination and abusive behaviour. This is effective in ensuring the fair treatment of the Institution's students.

Students have a range of opportunities to communicate with staff outside class hours. LCCA operates evening and weekend teaching, and therefore reception and other services are open across an extended range of hours. Students can also contact designated staff through the VLE or by using the phone numbers and e-mail addresses provided.

Students under 18 years of age are not recruited.

Effective arrangements are in place to protect students from the risks associated with radicalisation and extremism. Staff complete appropriate training to protect students against the risks of radicalisation and extremism, which is effectively tracked and recorded.

A suitable risk assessment has been completed that demonstrates that relevant risks have been identified and that suitable mitigations are in place. The Safeguarding Lead is also the senior staff member with responsibility for the protection of students against radicalisation and extremism and provides appropriate oversight.

15. Students receive appropriate academic support and guidance

15.1	Students have appropriate access to teaching staff outside teaching and learning sessions.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.2	Students have access to appropriate support to enable the regular review of their academic progress.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.3	Assessment outcomes are monitored to enable the identification of students who are not making satisfactory progress, and prompt intervention is made, where appropriate.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.4	Students have access to appropriate advice and guidance on careers and further study.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.5	The institution has a fair complaints procedure that includes an appropriate external adjudicator, and students are informed of how to submit a complaint.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.6	Students are advised of BAC's complaints procedure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
15.7	Students receive appropriate advice, guidance and support to develop their study skills at the appropriate level.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
15.8	Students with special educational needs and/or disabilities (SEND) are identified, and appropriate support is provided to meet their needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be: Met Partially Met Not Met**Comments**

Students have appropriate access to teaching staff outside the learning and teaching sessions. Students have an LCCA e-mail address, which is the primary platform for communication. Students can also communicate with academics and each other through forums on the VLE. Students are provided with the mobile phone number for key staff members. The Institution also teaches at evenings and weekends, which provides extended office hours for students to access staff and services.

Detailed student records on attendance, participation and achievement are kept by staff, which are used very effectively to monitor student performance and to identify when additional support and guidance may be required. For example, where students' grades do not meet the minimum expectations, they are automatically contacted by academic and support staff, who offer a range of relevant support interventions, including further academic support from the student's mentor.

Assessment outcomes are agreed and monitored by the Assessment Boards. This is a key feature of the Institution's student progress tracking sheets. In addition, student progress is considered by the attendance and retention board, composed of the DMD, Deans, quality assurance team and other relevant staff. The board adopts a proactive approach to staging interventions based on a range of suitable data points, including assessment. Students deemed to be making insufficient progress are provided with effective advice and support, including from their academic mentor.

Appropriate guidance on careers and further study is effectively embedded in most academic programmes. For example, students have access to workshops and talks from industry professionals to provide careers guidance, evidence of which was seen through lesson observations.

Where appropriate to the course, students also have opportunities to take up work placements as part of their programme. As a result, students are well supported in preparing for future careers, further study and their next steps. This is confirmed by the number of students who progress to further study or employment.

LCCA has an appropriate student concerns and complaints policy and procedures. The policy has four stages, from local resolution, formal complaints at college level, review by LCCA and external review by UCA, which gives students the opportunity to refer their complaint to the Office of the Independent Adjudicator. The policy contains clear responsibilities and explicit timeframes for hearing and resolving complaints.

Students are advised of the British Accreditation Council (BAC) complaints procedure during induction. However, it is not contained in the Institution's student concerns and complaints policy and procedures, which would provide students with easy access to it.

Instructions and suggestions on how to study are made available to assist students to learn effectively and efficiently. For example, academic mentors provide students with guidance on how to develop their study skills, carry out research and prepare for assessments.

The Institution has an appropriate student disability policy in place, and the application form asks prospective students to declare any physical disabilities or mental health conditions. The Institution has an established well-being team that provides support for students with disabilities. The team assists students by creating Individual Learning Plans (ILPs), agreeing reasonable adjustments and helping students to access external support. Students receive a detailed presentation at induction about disability support.

16. International students are provided with specific advice and assistance

16.1 Before their arrival, international students receive appropriate advice on travelling to and living in their chosen country of study. Yes No NA

16.2 On arrival, international students receive an appropriate induction on issues specific to the local area. Yes No NA

16.3 Information and advice that are specific to international students continue to be available throughout their time at the institution. Yes No

16.4 Provision of support takes into account cultural and religious considerations. Yes No

This standard is judged to be: Met Partially Met Not Met NA

Comments

17. Student attendance is measured and recorded regularly, and effective remedial action is taken where appropriate

17.1 There is an appropriate, clear and published policy on required student attendance and punctuality. Yes No

17.2 Accurate and secure records of attendance and punctuality for each session are kept for all students. Yes No NA

17.3 Data on attendance and punctuality is collated centrally and reviewed regularly, and absences are followed up promptly. Yes No NA

This standard is judged to be: Met Partially Met Not Met

Comments

There is a clear and appropriate published policy on attendance and punctuality that ensures students understand the attendance and punctuality requirements of their study programmes. The policy states that the minimum acceptable level of attendance for the completion of each programme is 85 per cent. If students arrive more than 15 minutes late, they will only receive a half-attendance for that session and may be refused entry to the class until after the break.

Comprehensive procedures and systems to record student attendance and punctuality ensure that the data is accurate and secure and regularly reviewed. Attendance is taken by the teaching team in class, in accordance with the student attendance and withdrawal policy. Each student's attendance profile is accurately recorded on the student records system.

LCCA has an established attendance and retention board, which has clear terms of reference for reviewing student attendance and makes interventions to support students where necessary. Attendance records indicated that in most cases, procedures are appropriately followed and absences are followed up promptly.

17.3 However, in a small number of cases, student absence and lateness were not always accurately followed up, producing a negative effect on the student experience in a very small minority of classes.

18. Where residential accommodation is offered, it is fit for purpose, well maintained and appropriately supervised

18.1	Any residential accommodation is clean, safe and of a standard that is adequate for the needs of students.	<input type="checkbox"/> Yes <input type="checkbox"/> No
18.2	Any residential accommodation where students under the age of 18 are accommodated is open to inspection by the appropriate authorities, where applicable.	<input type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
18.3	A level of supervision is provided that is appropriate to the needs of students.	<input type="checkbox"/> Yes <input type="checkbox"/> No
18.4	Students are provided with advice on suitable private accommodation.	<input type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be: Met Partially Met Not Met NA

Comments

19. The institution provides an appropriate social programme for students and information on activities in the locality

19.1	Students are provided with appropriate information about opportunities for participation in social events and other leisure activities that may be of interest.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.2	The social programme is responsive to the needs and wishes of students, and activities have been chosen with consideration of their affordability for the majority of students.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No
19.3	Any activities organised by the institution are supervised by a responsible representative with suitable qualifications and/or experience.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No <input type="checkbox"/> NA
19.4	Students are encouraged to develop and participate in co-curricular and extramural and programme-related activities, including online activities where students study remotely to encourage peer interaction and a good digital student experience.	<input checked="" type="checkbox"/> Yes <input type="checkbox"/> No

This standard is judged to be: Met Partially Met Not Met NA

Comments

The Institution has a varied social programme that is made available to all students, both on campus and online. Students are invited to attend a range of social and leisure activities.

Given the delivery model of the programmes and the fact that the majority of students are only on campus one day a week, the Institution has adopted a strategic approach that links social interaction to events that are related to programme activity, for example optional field trips.

The Institution also has a research club and a range of other networking opportunities. In addition, a Global Games Academy and Discord Channel are being established for students across the GUS group.

The social programme is responsive to the needs of students. For example, students can request field trips and preferred employers for talks and other forms of interaction.

Off-site activities, including trips, are subject to risk assessments that are approved by Course Directors, Deans and the DMD. Appropriately qualified and experienced staff attend and supervise trips and other social activities and provide support for networking and other events.

Students are encouraged to participate in LCCA activities through promotional material online and through social media. Opportunities are also promoted through VLE posts and direct e-mail. These arrangements ensure that students are fully aware of the opportunities available to them.

INSPECTION AREA – PREMISES, FACILITIES AND LEARNING RESOURCES

20. The institution has secure possession of and access to its premises

20.1	The institution has secure tenure on its premises.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.2	The institution has the legal right to use its premises for the delivery of higher education.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
20.3	Where required, the institution has access to suitable external premises for academic or non-academic purposes of a temporary or occasional nature.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution has a secure long lease on both its premises and appropriate authority to deliver higher education programmes.

The Institution has access to suitable internal space for any academic or non-academic purposes of a temporary or occasional nature, and therefore access to external premises is not required.

21. The premises provide a safe, secure and clean environment for students and staff

21.1	Access to the premises is appropriately restricted and secured.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.2	The premises are suitably accessible for those with specific needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.3	The premises are maintained in an adequate state of repair, decoration and cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.4	There are specific safety rules in areas of particular hazard that are brought to the attention of students, staff and visitors.	<input type="checkbox"/> Yes	<input type="checkbox"/> No <input checked="" type="checkbox"/> NA
21.5	General guidance on health and safety is made available to students, staff and visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.6	There is adequate signage inside and outside the premises, and general information is displayed effectively.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.7	There is adequate circulation space for the number of students and staff accommodated and a suitable area in which to receive visitors.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.8	There are toilets and hand-washing facilities of an appropriate number and acceptable level of cleanliness.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
21.9	There is adequate heating and ventilation in all rooms.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

A tour of the campuses demonstrated that access to both premises is highly secure and appropriately restricted. For example, access to both premises is via a reception area with a number of security staff present to check the identification of those entering the building.

Both of the Institution's premises are suitably accessible. For example, both have lifts that provide ground-floor access to all areas of the buildings for those with specific needs. As a result, both premises provide an inclusive and safe learning and working environment.

Both premises are well maintained, decorated and clean. Health and safety information is clearly displayed in all areas in each of the two premises. Comprehensive health and safety guidance is provided to staff and students during induction and in handbooks. Visitors are provided with appropriate health and safety information on arrival, which is supported by appropriate signage throughout the premises. As a result, all users of the premises are aware of the health and safety procedures in place.

There are no specific areas of particular hazard in either of the two premises.

The premises are very well resourced and provide a very comfortable space for staff and students to work, socialise and receive visitors. Toilets are adequate in number, very clean and well maintained. Staff and students confirm that heating, ventilation and air conditioning are good. This view is confirmed by inspectors.

22. Classrooms and other learning areas are appropriate for the programmes offered

- | | | | |
|------|---|---|-----------------------------|
| 22.1 | Classrooms and other learning areas provide adequate accommodation in size and number for the types of classes allocated to them. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.2 | Classrooms and any specialised learning areas are equipped to a level that allows for the effective delivery of each programme. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 22.3 | There are physical and digital facilities suitable for conducting assessments such as examinations. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Classrooms and other learning areas of the premises are of a high quality. They are well appointed and resourced, adequate in number and size, and are highly effective in supporting learning.

Classrooms are well equipped and updated on a regular basis in order to deliver a good learning experience and to meet the requirements of the courses.

The Institution has suitable facilities in which to conduct physical and remote assessments.

23. There are appropriate additional facilities for students and staff

- | | | | |
|------|---|---|-----------------------------|
| 23.1 | Students have access to sufficient space and suitable facilities for private individual study and group work. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.2 | Academic staff have access to sufficient space for preparing lessons, marking work and consultations with students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.3 | Students and staff have access to space and facilities suitable for relaxation and the consumption of food and drink, where appropriate. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.4 | There are individual offices or rooms in which academic staff and senior management can hold private meetings and a room of sufficient size to hold staff meetings. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 23.5 | Administrative offices are adequate in size and suitably resourced for the effective administration of the institution. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Both of the Institution's premises provide a good space for students to undertake individual private study or to work in groups, with appropriate study areas readily available.

Access to space for academic staff to undertake their duties and, when necessary, meet with students is good and meets their needs effectively.

The provision for students and staff to relax and consume food and drink is good. Both premises have a number of kitchen areas that can be used for this purpose as well as preparing food and drinks. In addition, the Tower Hill premises have catering facilities available within the building for staff and students to purchase and consume food and drink.

Appropriate rooms and offices are available for academic staff and managers to hold meetings.

Administrative offices are appropriate in size and well-resourced to support the day-to-day business of the Institution.

24. Library, learning and information services provide a fit-for-purpose learning resources for students

24.1	There are clear, systematic and effective means of ensuring the adequacy and currency of physical and digital library resources to reflect staff and student needs.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.2	There is an effective process and procedure for managing the lending of library resources.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
24.3	Library, learning and information services are adequately staffed with appropriately qualified and experienced staff.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
24.4	Access to library and information services resources is sufficient to encourage and support students' independent learning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA

This standard is judged to be:

Met Partially Met Not Met

Comments

Systems to ensure the adequacy and currency of learning materials are logical and effective. LCCA has access to UCA's online library, which contains all of the provision that the students will need for the validated courses.

UCA is responsible for ensuring that library stock meets the needs of students and staff, with new books added as recommended by LCCA academic staff or when requested by students.

The LCCA library is a reference centre and has appropriately qualified and experienced staff available to support students and manage the lending process. Students also have access to UCA library staff via the UCA library portal, who can provide support in relation to UCA online resources.

Students and staff have access through the UCA library to a wide range of online books, journal and periodicals to support students' independent learning and research.

25. The information technology resources are well managed and effective and provide a fit-for-purpose learning resource for the student body

25.1	There is appropriate technological access and sufficient connectivity to enable students to study flexibly.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.2	Virtual learning environments and virtual classrooms are reliable, fit for purpose and meet the needs of students.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No <input type="checkbox"/> NA
25.3	There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
25.4	The institution has access to the services of an experienced Information Technology (IT) technician who can ensure that systems are operative at all times and provide support to students, academic staff and students and staff working remotely.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The Institution provides students with effective access to technology and sufficient connectivity, which allows them to study flexibly. The LCCA's and UCA's platforms enable students to have a complete overview and control over the progression of their programme.

The VLE is of a high quality, and virtual classrooms are reliable and fit for purpose and meet the needs of students.

Hardware, software and the VLE are regularly reviewed and updated by relevant IT staff. This ensures that the provision meets the needs of the programmes and the requirements of students and staff. For example, the online learning platforms are constantly monitored by the IT department to ensure that the systems are operating reliably.

The Institution has an on-site IT technician who can support students. For software issues, GUS has an IT team in India that provides support for staff and students and ensures that the systems are operational at all times. Training in IT systems for all staff and students is available on request.

INSPECTION AREA – QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

26. The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action, where necessary

- | | | | |
|------|---|---|--|
| 26.1 | The views of all stakeholders are canvassed and recorded regularly, considered objectively, and analysed and evaluated thoroughly, and appropriate action is taken to improve the student learning experience, where necessary. | <input type="checkbox"/> Yes | <input checked="" type="checkbox"/> No |
| 26.2 | Student feedback is obtained through appropriate formal student representation mechanisms. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 26.3 | The institution has appropriate formal feedback mechanisms to inform all stakeholders of any action taken as a result of their views. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Discussions with staff and documented evidence from UCA show that feedback from stakeholders is comprehensive and informs action-planning at all levels to improve the student experience. Written feedback from students and UCA's link tutors is analysed and evaluated at course level.

26.1 Feedback from employers offering student placements is often informal and would benefit from being formalised in order to record and disseminate identified good practice.

Information from minutes of meetings of the board of studies and discussions with students and staff show that student representatives attend student-staff meetings at course level. Appropriately detailed meeting records are maintained and are used to inform action plans for improvements in teaching, learning and resourcing. This process is effective in ensuring that students contribute to the development of the Institution.

Feedback on actions taken because of stakeholder feedback is available in the minutes of meetings at which stakeholders are present. Students are informed of actions taken because of their feedback. Student representatives who attend the forums do not currently have a mechanism through which they can provide their own feedback to the student body. Such a mechanism would raise the profile of the student representatives and provide more detailed feedback to the student body.

27. The institution has effective internal and external quality assurance systems to review its own standards and assess its own performance

- | | | | |
|------|--|---|-----------------------------|
| 27.1 | All internal and external quality management policies and procedures are clearly documented and are brought to the attention of staff and, where appropriate, students and other stakeholders, to appropriately inform the institution's strategic management. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.2 | The institution undertakes regular and systematic monitoring of its operations and reviews all aspects of its performance against key performance indicators. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 27.3 | The institution has effective processes in place to encourage student engagement in the course development and review process. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

27.4	Management compiles regular reports that present the results of the institution's reviews and incorporate action plans.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.5	The nominated staff member produces an end-of-session, end-of-semester or end-of-year course report that includes measures of student satisfaction, completion rates and achievement levels.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.6	The nominated programme leader, drawing on reports from its constituent courses, produces an annual programme report, which may include analysis of year-on-year results on student satisfaction, completion rates, achievement levels and progression to further study or employment, if available.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
27.7	Institutional systems ensure the effective consideration of programme reports and that appropriate actions are incorporated into action-planning.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

Discussions with staff and scrutiny of materials show that quality assurance policies and procedures are readily available to staff and students on the Institution's website. Further detailed quality assurance documentation is available to staff internally and to students in the student handbook or on the VLE. Documents have a specific target audience: for example, attendance quality assurance policies are signposted to students. The policies are therefore available to the most appropriate groups and inform them of the strategic direction of the Institution.

Documented evidence from regular course quality improvement plans demonstrates the processes for monitoring LCCA's quality assurance processes, which measure performance against the Institution's Key Performance Indicator (KPI) metrics. All such reports across the Institution inform a strategy document covering all aspects of provision against key KPI metrics.

Discussions with staff indicate that students engage with course development and review. The student representation forum is involved in discussions regarding curriculum development. Alumni are also canvassed for their input. This ensures that both past and present students contribute to the continued development of the Institution.

Minutes from regular meetings of the academic boards refer to reports by subject leads that include an analysis of student progression and achievement. This informs an action plan, which is effective in its support of the continuing development of the Institution.

Documentation shows that formal course reflections and actions, both sessional and annual, are in part informed by data from student surveys, including suitable measures of students' progression, thus ensuring that useful primary student data is included for quality assurance purposes. Such reports inform a comprehensive action plan.

28. The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision

28.1	The governing body and senior management conduct a regular and systematic review of their own performance that is reviewed regularly through the institution's committee structure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
28.2	Good practice is effectively identified and disseminated across the institution.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
28.3	The governing body and senior management ensure the enhancement of provision is measured against relevant performance indicators and strategic targets.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No
28.4	Action plans for enhancement are implemented and reviewed regularly within the institution's committee structure.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No

This standard is judged to be:

Met Partially Met Not Met

Comments

The performance of the Institution is regularly reviewed by governors and senior management formally through scrutiny of internal reports and membership of academic boards. The management and governance therefore effectively assess to what extent their edicts are being enacted, and this is reported in various committees.

Good practice is identified in lesson observations, appraisals and the achievement of teaching qualifications and fellowships. In a number of meetings with staff, the staff conference, to which all staff are invited and the majority attend, was identified as an important vehicle for the dissemination of good practice.

Digital badges record academic staff training in aspects of IT and blended learning. An online micro-credential website is used for identified areas of staff training. Such enhancements to provision are measured effectively against KPIs and strategic targets. Academic staff therefore have ample opportunity to improve their practice and the student experience, thus enhancing the provision in line with the Institution's aspirations.

In discussions, course leaders and committee members were clear that the implementation of action plans relating to enhancement is discussed, reviewed and revised within committees. This ensures that action plans can reflect the changing priorities of the Institution as these emerge.

INSPECTION AREA – ONLINE, DISTANCE AND BLENDED LEARNING

29. The institution has suitable staff to ensure the successful delivery of online and distance learning

- | | | | |
|------|---|---|-----------------------------|
| 29.1 | Staff have an understanding of the specific requirements of online, distance and blended learning. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 29.2 | Academic staff receive effective training and support to ensure the successful delivery of online and distance learning that meets the needs and interests of students. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 29.3 | Staff ensure students are made aware of the necessary level of digital literacy required to follow the stated programmes. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |
| 29.4 | Students receive appropriate guidance and support to ensure they are able to study effectively through online and distance learning. | <input checked="" type="checkbox"/> Yes | <input type="checkbox"/> No |

This standard is judged to be:

Met Partially Met Not Met

Comments

Tutors are appropriately trained and have a good understanding of the requirements of online delivery. Learning is appropriately supported by tutors' use of the Institution's delivery platform and the VLE.

Lesson observations show that tutors have a good understanding of the challenges and demands of online, distance and blended learning that meets the needs and interests of the students.

Clear requirements for students to have a specified level of digital literacy are stated for entry to relevant programmes.

Appropriate guidance on how to study and use the online tutorial materials is made available on the Institution's VLE to ensure students learn effectively and efficiently.

COMPLIANCE WITH STATUTORY REQUIREMENTS

Declaration of compliance has been signed and dated

Yes No

PART C – SUMMARY OF STRENGTHS AND ACTION POINTS

Numbering of action points aligns with that of the minimum standards

GOVERNANCE, STRATEGY AND FINANCIAL MANAGEMENT

Institution's strengths

The leadership is highly capable, experienced, well qualified and ambitious and provides clear direction, which helps the Institution to grow and develop its education offer.

Highly effective channels of communication support the Institution's day-to-day activities.

Robust financial management ensures that the required resources are in place and meet the changing needs of the Institution.

Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

GENERAL AND ACADEMIC MANAGEMENT AND ADMINISTRATION

Institution's strengths

Administrative arrangements are systematic and highly effective in ensuring the efficient day-to-day running of the Institution.

Robust staff recruitment procedures ensure that staff are highly qualified and experienced and fully understand their specific responsibilities.

Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

TEACHING, LEARNING AND ASSESSMENT

Institution's strengths

Students benefit from an extensive range of high-quality, accessible learning resources that support their studies very well.

Highly experienced and knowledgeable tutors support their students well to achieve their chosen qualification.

Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

STUDENT SUPPORT, GUIDANCE AND PROGRESSION

Institution's strengths

A comprehensive pastoral system supports students effectively before, on arrival and throughout their course.

Students benefit from highly effective induction arrangements that help them to settle into their studies quickly.

Actions required	Priority H/M/L
17.3 The Institution must ensure that all cases of student absence and lateness are followed up according to the student attendance and withdrawal policy.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

PREMISES, FACILITIES AND LEARNING RESOURCES

Institution's strengths

Premises are of a high quality and effectively support learning and enhance the student experience.

Classrooms are well resourced and successfully allow effective delivery of the Institution's range of courses.

Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

QUALITY MANAGEMENT, ASSURANCE AND ENHANCEMENT

Institution's strengths

Well-developed and effective quality assurance mechanisms ensure that leaders and managers are able to systematically and accurately evaluate the quality of provision in relation the Institution's strategic goals.

Actions required	Priority H/M/L
26.1 Feedback from employers offering student placements must be formalised and recorded.	<input type="checkbox"/> High <input checked="" type="checkbox"/> Medium <input type="checkbox"/> Low

ONLINE, DISTANCE AND BLENDED LEARNING

Institution's strengths

A highly effective IT platform fully supports all aspects of the Institution's work and promotes excellent student support.

Actions required	Priority H/M/L
None	<input type="checkbox"/> High <input type="checkbox"/> Medium <input type="checkbox"/> Low

RECOMMENDED AREAS FOR IMPROVEMENT

It is recommended that the Institution include the BAC complaints procedure in its student concerns and complaints policy.

It is recommended that student representatives have the opportunity to provide feedback to the student body on actions taken in response to the students' feedback.

COMPLIANCE WITH STATUTORY REQUIREMENTS

--

BAC OFFICE USE ONLY:	THE INSPECTION WAS CARRIED OUT BY:	
	Nigel Chambers	Lead Inspector
	Simon Bellamy	Team Inspector
	Matthew Kitching	Student Inspector