



Gateway Quality Review: Wales London Studio Centre

May 2022

Key findings

QAA's judgements about London Studio Centre

The QAA review team formed the following judgements about the higher education provision at London Studio Centre.

- **There can be confidence that academic standards are reliable, meet UK requirements, and are reasonably comparable.**
- **There can be confidence that the quality of the student academic experience meets relevant baseline regulatory requirements.**

Areas for development

The review team did not identify any **areas for development**.

Specified improvements

The review team did not identify any **specified improvements**.

About this review

The review visit took place on 25 and 26 May 2022 and was conducted by a team of three reviewers, as follows:

- Mrs Lorraine Lavery
- Dr Fiona Thompson
- Mr Bradley Woolridge (Student Reviewer)

The overall aim of Gateway Quality Review: Wales is to:

- provide the Higher Education Funding Council for Wales with an expert judgement about the readiness of a provider to enter, or continue to operate within, the higher education sector.

Gateway Quality Review: Wales is designed to:

- ensure that the student interest is protected
- provide expert advice to ensure that the reputation of the UK higher education system is protected, including the protection of degree standards
- identify development areas that will help a provider to progress through a developmental period and be considered 'established'.

Each review considers a provider's arrangements against relevant aspects of the baseline regulatory requirements, and in particular:

- the reliability of degree standards and their reasonable comparability with standards set and achieved by other providers
- the quality of the student academic experience, including student outcomes where the provider has a track record of delivery of higher education.

Impact of COVID-19

As a result of the COVID-19 pandemic, the review was conducted online and included meetings with the senior management team, teaching and professional support staff, and students. The scope of the evidence considered, and the nature of the judgements and operational milestones have remained the same but with some adjustments due to the online format. During the pandemic, QAA has continued to review its arrangements for delivering online reviews in order to identify and mitigate any risks.

About London Studio Centre

The London Studio Centre (LSC) is a private specialist conservatoire founded in 1978 and based at the artsdepot in North Finchley, London. It is recognised as one of the foremost training providers for students wishing to pursue careers in dance and musical theatre. There are currently around 350 students.

LSC's mission is to enable students to become innovative and skilled performers, creators, producers and education managers, at the cutting edge of professional dance and musical theatre, through the development and delivery of innovative programmes. Its undergraduate provision is aimed at preparing graduates for a professional performing career in the dance and musical theatre industry while its postgraduate provision focuses on performance, dance producing and management, and teaching of professional theatre dance.

LSC has a long-standing validation arrangement with Middlesex University and currently three programmes are validated by the University:

- BA (Hons) Theatre Dance with the opportunity to specialise in one of four pathways - classical ballet, contemporary dance, jazz dance and musical theatre
- MA Dance Producing and Management
- MA Dance Performance.

In 2021, LSC partnered with the University for the Creative Arts to offer four validated courses:

- FdA Professional Dance Performance
- BA (Hons) Professional Performance (top-up)
- MA Dance Education
- PGCert Teaching Professional Theatre Dance

In addition to these higher education programmes, LSC provides a number of specialist courses including preparation for entry to professional training.

The conservatoire identified its current challenges as the ongoing COVID-19 issues related to supporting student and staff mental health, student recruitment and retention following lockdowns and the return to full face-to-face delivery.

LSC underwent Higher Education Reviews and annual monitoring with QAA for educational oversight up until 2019 before registering with the Office for Students as an approved provider. For its QAA review in 2017, LSC was commended for the quality of student learning opportunities and three features of good practice were identified in the areas of learning and teaching and student support. LSC provision is reviewed and accredited by the Council for Dance, Drama and Musical Theatre (CDMT). The most recent accreditation visit took place in 2018. Other recent developments have included the award of a Gold rating for the Teaching Excellence and Student Outcomes Framework.

Judgement area: Reliability and comparability of academic standards

The Framework for Higher Education Qualifications in England, Wales and Northern Ireland (FHEQ)

1 London Studio Centre (LSC) works with two validating universities - Middlesex University and the University for the Creative Arts (UCA). The responsibilities are clearly outlined and understood via partnership agreements, memorandum of cooperation, validation agreement, and responsibilities checklists.

2 The partnership with UCA is relatively new and, to support the introduction of another validating body, LSC drew up effective implementation plans and mapped the regulations for both universities to support staff in the transition.

3 The awarding bodies have overall responsibility for setting and maintaining the academic standards of their awards. However, this is deemed to be a partnership between the LSC and the universities as set out in the responsibilities checklists and as evidenced through the minutes of Middlesex University's Board of Studies.

4 LSC, through the validation process, maps its provision against the FHEQ to ensure that it meets the threshold standards for the qualifications. Programme specifications for every award are made available to prospective and current students via its website. The programme specifications reference the FHEQ as well as the relevant Subject Benchmark Statements and the validating bodies regulations.

5 LSC runs a Student Progress and Achievement Board which considers summative grades and student progress prior to the University Assessment Boards. In addition, LSC monitors the degree to which academic standards meet or exceed the threshold standards through the appropriate use of external examiners, university annual monitoring processes, the analysis of student outcome data via the Student Support and Progress Committee and the Student Progress and Achievement Board, and through scrutiny of relevant documents by Academic Board.

6 The Centre is professionally accredited by the Council for Dance, Drama and Musical Theatre (CDMT) and the latest report is thorough and positive.

The Credit and Qualifications Framework for Wales (CQFW)

7 *The Credit and Qualifications Framework for Wales (CQFW)* does not apply to this review as the provider is located outside Wales and validated by universities that are not signatories to the CQFW.

The Core and Common practices of the UK Quality Code for Higher Education (the Quality Code)

Core practice: The provider ensures that the threshold standards for its qualifications are consistent with the relevant national qualifications frameworks.

8 LSC has comprehensively mapped alignment with the Quality Code and allocated responsibility for ongoing review to appropriate committees with the Quality Management and Enhancement Group (QMEG) having final approval before referral to Academic Board

and Senior Management Group (SMG).

9 LSC does not have degree awarding powers. It fulfils its responsibilities in terms of threshold standards through following the requirements, regulations and expectations of the awarding bodies and its professional accrediting body, CDMT. LSC has clear guidance as set out in the partnership agreements, memorandum of cooperation, validation agreement, and responsibilities checklist. This is further supported through a detailed Quality Assurance and Enhancement Manual.

Core practice: The provider ensures that students who are awarded qualifications have the opportunity to achieve standards beyond the threshold level that are reasonably comparable with those achieved in other UK providers.

10 This process begins at validation with consideration of relevant data and the mapping of revalidated and new provision against the FHEQ at unit/module and programme/course level. The admissions process is designed to recruit students with relevant abilities and qualifications to engage effectively with the programme. Student progress through the course is monitored through the Student Support and Progress Committee and, at cohort level, through Annual Monitoring Reports. Guidance for students on what they need to do to exceed threshold standards is provided through assessment criteria and grade descriptors as set out in module handbooks. Feedback is designed to further their development and improve their performance as articulated in the Quality Assurance and Enhancement Manual, the Assessment and Feedback Policy, and the Learning and Teaching Guidelines.

11 External examiners assure that threshold standards are met, that the internal assessment process is appropriate and secure, and that standards are in line with provision elsewhere in the sector. Their reports are rigorously scrutinised by Academic Board and at the Board of Studies, and through the annual monitoring process.

Core practice: Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the standards of its awards are credible and secure irrespective of where or how courses are delivered or who delivers them.

12 LSC operates within the regulations and requirements of the awarding bodies as set out in the relevant partnership agreements and handbooks. The Quality Assurance and Enhancement Manual is a comprehensive handbook for all staff and students on the responsibilities and requirements. The manual is reviewed regularly, with relevant committees tasked with reviewing particular sections prior to approval by Academic Board. In addition, Middlesex University's Board of Studies provides a forum for both discussion and assurance around standards, enhancements and the effectiveness of the partnership.

13 The recently-introduced MA in Dance Producing & Management includes two placement opportunities. LSC's process for approving and managing placements is very thorough and is detailed in the programme specification, module handbooks and the Placement Handbook. A Placement Tutor is allocated to each student to support them and their placement host, through the placement. A three-way placement agreement is made between the student, the placement provider and LSC. Placement hosts provide feedback to the student in an interactive summative assessment session attended by the Placement Tutor, with the assessment managed and marks determined by LSC staff, ensuring standards are quality assured. A similar process is used at undergraduate level to assure standards and protect the assessment process where a student engages with the

opportunity to have an aspect of their professional work considered for assessment in lieu of a final performance piece.

Core practice: The provider uses external expertise, assessment and classification processes that are reliable, fair and transparent.

14 LSC works effectively with its awarding bodies to support the programmes and consistently implements their regulations pertaining to assessment and classification.

15 External expertise and assurance are provided through professional accreditation by the CDMT and through external examiners. For programmes validated by Middlesex University, external examiners are proposed by the provider and approved by the University. The University for the Creative Arts source external examiners and refer these to LSC to ensure there are no conflicts of interest before approval by UCA. External examiner reports are an integral aspect of annual monitoring with reports noted at SMG and rigorously scrutinised by Academic Board and at the Board of Studies. External examiner reports are made available to students via LSC's virtual learning environment - DIVA. These reports provide assurance that assessment and classification processes are appropriate.

16 LSC has an extensive network of industry representatives which is utilised in the development of new provision and in the provision of placement opportunities. In addition, many tutors combine their academic and professional careers to the benefit of students and LSC. LSC also uses industry course consultants to ensure its provision remains relevant and current.

Common practice: The provider reviews its Core practices for standards regularly and uses the outcomes to drive improvement and enhancement.

17 LSC engages effectively with Middlesex University's annual monitoring processes (the partnership with UCA is in its first year of programme delivery) with Academic Board responsible for reviewing documentation prior to submitting for scrutiny to the Board of Studies. In addition, the revalidation process incorporates a process of review.

18 LSC has embedded a culture of continual enhancement within its quality assurance processes and has adopted a cycle that draws upon a range of data, including student recruitment and outcomes, student surveys, external examiner reports, annual monitoring reports and achievements against the Enhancement Strategy's Key Performance Indicators. The Enhancement Strategy 2020-2024 provides a detailed set of aims and objectives designed to enhance the student experience. Engagement with the Strategy is facilitated via the committee structure and overseen by Academic Board, with responsibility for different aspects of the strategy allocated to relevant committees.

The Expectations for standards of the UK Quality Code for Higher Education (the Quality Code)

19 LSC works with two awarding bodies which have ultimate responsibility for the academic standards of the awards. LSC works effectively with its awarding bodies to support the programmes and consistently implements their regulations. Staff demonstrated a close working knowledge of these requirements to maintain academic standards and how they were applied in practice. Through the validation process, LSC maps its provision against the FHEQ to ensure that it meets the threshold standards for the qualifications as well as mapping to other sector-recognised standards, specifically Characteristics Statements and Subject Benchmark Statements. LSC monitors the degree to which academic standards meet or exceed the threshold standards through the appropriate use of external examiner

reports, university annual monitoring processes and the analysis of student outcome data. External examiners confirmed that threshold standards are consistent with national qualifications frameworks and assessment and classification processes are appropriate. Their reports are rigorously scrutinised by LSC. LSC makes extensive use of industry representatives to ensure its provision remains relevant and current. Overall, these arrangements and the evidence provided by LSC demonstrate that programmes meet the requirements of the relevant national qualifications frameworks and the value of qualifications awarded to students are in line with sector-recognised standards.

20 The review team concluded that the LSC is effective in the delivery of Core and Common practices and maintains the standards of the awards, thereby meeting the Expectations for standards of the Quality Code.

Judgement

21 In order to reach the following judgement, the review team was able to explore a wide range of documentary evidence, including a self-evaluation document; and the review team was able to meet with a wide range of staff and students. The meetings and documents allowed the review team to see robust evidence which demonstrates that the academic standards of courses meet the requirements of the relevant national qualifications frameworks (*The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* and the Expectations, Core and Common practices for standards as set out in the UK Quality Code for Higher Education); and that the qualifications awarded are in line with sector-recognised standards.

22 The review team concludes that there can be **confidence** that academic standards are reliable, meet UK requirements, and are reasonably comparable.

Judgement area: Quality of the student academic experience

The Core and Common practices of the UK Quality Code for Higher Education (the Quality Code)

Core practice: The provider has a reliable, fair and inclusive admissions system.

23 The provider has a coherent admissions process in place, which is reviewed annually by the Admissions Review Board. LSC works with its two partner universities to ensure it has a reliable, fair and inclusive admissions system. The admissions manager is responsible for overseeing this process.

24 All information for prospective students is placed on the website and communicated to students following their application as well as in programme/module handbooks. Audition days are held throughout the year for students to attend and all applications are considered on an individual basis. Students complete a survey following their induction to provide an insight into their experience.

25 Students spoke positively about their application and induction process, stating that all information that was needed was presented and that there was a range of support available to meet their needs. Reviews of the induction process were held annually and featured in the annual monitoring reports. All handbooks were up-to-date with the relevant information to prepare students for their experience.

Core practice: The provider designs and/or delivers high-quality courses.

26 The two awarding bodies are responsible for the approval of programmes and signed agreements set out the respective responsibilities for programme design and delivery, and the academic regulations and assessment requirements of the two universities. LSC has a defined committee structure responsible for the quality assurance and enhancement of its provision with operational management overseen by the SMG, the Academic Board and QMEG. SMG reviews and agrees management and governance arrangements, strategic development and institutional planning; Academic Board plans, implements and reviews academic strategies, policies and activities; and QMEG monitors and reviews the quality assurance procedures and quality enhancement.

27 There is a detailed Quality Assurance and Enhancement Manual; this has been developed for all staff and students involved in the quality assurance and enhancement of programmes, and sets out the quality assurance policies and procedures, and practices including programme (re)design and approval. The internal process for considering and endorsing new programme development opportunities is well defined with decisions undertaken by the Academic Board. New programme design is influenced by student and industry input to ensure currency and relevancy. This includes changes to proposed assessment methods following student input. Staff and students actively participate in programme validation processes as evidenced by the new provision with UCA. Programme specifications and course handbooks provide detailed information on programme content and assessment. There is a set of Learning and Teaching Guidelines which will be further updated to reflect the continued online delivery of some programmes. Staff and students were provided with additional support on the transition to online delivery from March 2020 due to the COVID-19 pandemic.

28 The quality of the delivery is evidenced through external examiner reports, annual

monitoring and student feedback, and ongoing monitoring through the extensive range of committees including the Learning and Teaching Assessment Committee. Programmes are also accredited by the Council for Dance, Drama and Musical Theatre. Students are very positive about the quality of teaching and this is reflected in the Gold rating from the Teaching Excellence and Students Outcomes Framework (TEF).

Core practice: The provider has sufficient appropriately qualified and skilled staff to deliver a high-quality academic experience.

29 The Faculty Appointment Procedure ensures that staff are recruited from a professional theatre background to ensure currency of practice. New staff are provided with an initial induction and ongoing assessment mentoring support and peer observation opportunities. Staff were provided with additional support to undertake online teaching during the COVID-19 pandemic.

30 The provision of continuous professional development opportunities is identified through the appraisal system and is underpinned through the Staff Development Policy. There is a staff development team in place to identify, implement, monitor and disseminate staff development opportunities. Staff are required to undertake mandatory training and there is a twice-yearly 'Lift-Off' event to cascade key information to staff in addition to ongoing internal events across the year on pedagogical and professional topics. Staff can share their professional and scholarly activity via an online forum.

31 Staff can also interact with other university staff through participation in partner, Advance HE and DanceHE events. Staff are encouraged to present at national and international conferences and to undertake teaching qualifications including those delivered by LSC. LSC subsidises staff participation on the new MA Dance Education and PG Cert Teaching Professional Theatre Dance programmes. LSC plans to further promote the opportunity for staff to engage with the UK Professional Standards Framework and gain Fellowship status.

Core practice: The provider has sufficient and appropriate facilities, learning resources and student support services to deliver a high-quality academic experience.

32 Facilities are reviewed through programme validation and revalidation processes, and the annual programme monitoring process with oversight by the Learning Resources Enhancement Committee. There is a Student Services Department in place to support students; this includes library and welfare facilities. Students were supported during the recent pandemic via the virtual learning environment; this included the production of student support guides. There is ongoing investment in online resources and electronic platforms in response to student feedback and to support the online MA Dance Education and PG Cert Teaching Professional Theatre Dance programmes.

33 Specialist facilities include dance studios and performance spaces, and onsite provision of physiotherapy and nutrition services. Timetabling is proactively reviewed on an ongoing basis to take account of group and assessment needs which can result in late room changes. Students overall commended the level of support received and the Welfare team secured the Dance Healthcare Team Award in the One Dance UK Awards in 2021.

Core practice: The provider actively engages students, individually and collectively, in the quality of their educational experience.

34 The student submission outlined students were highly satisfied with their experience and have opportunity to raise any issues/concerns with staff including through the Student

Representatives Forum. Students were assigned a personal tutor during their induction week (normally their ballet tutor) and, due to regular face-to-face contact time, scheduled meetings and an open-door policy, students felt supported and able to engage.

35 The student rep system is well established at LSC and students have a voice on many committees. The student rep system is led by three Student Presidents. The Student Representatives Forum provides an opportunity for all students to raise issues/concerns and these could then be taken to relevant committees by the Student Presidents. The student engagement team and student welfare team work alongside the student rep team to ensure students are involved and provide feedback. The weekly student bulletin provides examples of where LSC and students are actively engaged in their educational experience.

36 Students highlighted that they felt well-supported in their experience and there was a range of additional support (such as financial, counselling and wellbeing) to meet their needs. There were also many opportunities for students to receive feedback on assignments (both formatively and summatively) which helped them to engage in their educational experience.

Core practice: The provider has fair and transparent procedures for handling complaints and appeals which are accessible to all students.

37 LSC has a procedure in place for handling appeals and complaints about admissions - the Auditions Complaints and Appeals Procedure. The programme specifications clearly outline the appeals procedure/documentation for students.

38 The review highlighted that formal complaints are very rarely raised and rather than any issues/complaints are often resolved informally. Both staff and students were satisfied with the processes in place and confident that any complaints/appeals would be fairly and transparently treated. Should any issues arise, these would be considered by the Senior Management Group but this was a very infrequent occurrence.

Core practice: Where the provider offers research degrees, it delivers these in appropriate and supportive research environments.

39 No research degrees are offered at LSC, therefore this Core practice does not apply.

Core practice: Where a provider works in partnership with other organisations, it has in place effective arrangements to ensure that the academic experience is high-quality irrespective of where or how courses are delivered and who delivers them.

40 LSC has very well-defined processes for the sourcing, approval, monitoring and assessing of placements which are personally tailored to the assessment of each student's anticipated exit point on completion of their programme. Both students and staff are aware of the individualised Personal Learning Portfolio approach in sourcing placements, and students understand what is expected of them and who they should talk to in the event of any difficulties. LSC confirmed that it has sole responsibility for the assessment of placements. Students were very positive about the management of placement and work-based learning, and the immediate and longer-term career opportunities they provided.

41 LSC runs four internal companies to provide students with opportunities to gain practical experience while undertaking assessment activities. LSC also works with agents and its other appropriate discipline-specific networks to support the career ambitions of students in sourcing on-programme and post-programme opportunities to work in industry.

Core practice: The provider supports all students to achieve successful academic and professional outcomes.

42 Students who met the review team confirmed that there was comprehensive support available to help them progress through their degrees. Support through induction, with finance, career guidance, personal tutors, learning support and student welfare were readily available and documented in programme handbooks. Students spoke very positively at the support they received across all programmes/years of study in both the student submission and review visit.

43 Students highlighted that satisfaction with both academic and pastoral support, and staff highlighted the 'family' culture at LSC in supporting students to achieve successful academic and professional outcomes. A range of support was available for students to help them achieve academically. Staff expressed their desire and satisfaction in helping students to achieve successful outcomes.

Common practice: The provider reviews its Core practices for quality regularly and uses the outcomes to drive improvement and enhancement.

44 LSC has a well-defined quality cycle and deliberative committee structure with oversight of its higher education portfolio of programmes aligned to Trustee aspirations. There is an Enhancement Strategy in place aligned to the LSC Institutional Plan commitment to further enhance quality assurance and management processes. The Enhancement Strategy is embedded in LSC's committee structure, and is overseen by the Academic Board.

45 There are detailed embedded processes for monitoring and review overseen by SMG, Academic Board and the Quality Management and Enhancement Committee, with each group having responsibility for improvement and enhancement. The in-year meeting cycle and annual monitoring process for each programme adheres to the procedures detailed by the validating university. This includes a review of programme data and student feedback and is overseen by the designated Institutional Link Tutor and Head of Learning and Teaching. There are a range of opportunities for students to engage in the improvement and enhancement activities undertaken by LSC. The Weekly Student Bulletin communicates changes made in response to student feedback.

Common practice: The provider's approach to managing quality takes account of external expertise.

46 Industry engagement and employability are a key focus of LSC's Enhancement Strategy. LSC takes account of external expertise through its use of external examiners and through industry input into the design and review of its programmes and facilities, and is accredited by the Council for Dance, Drama and Musical Theatre. Delivery teams are comprised of industry practitioners and LSC engages with an extensive network of stakeholders, including alumni, to inform delivery, assessment, and placement/career planning activities.

47 The design of new programmes is informed by input from subject specialists and industry professionals to ensure that they are relevant. There are also external assessors on programme validation and reapproval panels with responsibility for examining the programmes' aims, outcomes, content and assessment in the context of the QAA Subject Benchmark and Characteristics Statements to ensure that the proposal has taken account of these.

48 Each programme has an external examiner appointed by the validating university.

External examiner reports are considered by programme teams as part of the annual monitoring process.

Common practice: The provider engages students individually and collectively in the development, assurance and enhancement of the quality of their educational experience.

49 The student representation system and student involvement in a range of committees demonstrates LSC's ongoing engagement of students in the review and enhancement of their educational experience. Students are involved in a range of committees and these responsibilities are allocated between student representatives/presidents. The weekly bulletins and Student Representatives Forums provide examples of enhancements that are taking place on a regular basis in response to student feedback. Issues and concerns raised by students are resolved in a timely manner.

50 Overall, it was clear that students felt well represented and that they had many different mechanisms where they could raise concerns/seek support. Students expressed how helpful staff were and that they could reach out to staff whenever needed, highlighting the open-door policy that staff had advocated. Students were encouraged to provide feedback on the course they studied, both positive and negative, to ensure that relevant changes could be made to enhance the provision. Students also spoke about their involvement in validation events to provide their views on the programmes they studied and various mechanisms for student input were highlighted for validation in documentation.

The Expectations for Quality of the UK Quality Code for Higher Education (the Quality Code)

51 The academic regulations of LSC's two awarding partners are fully implemented, providing a secure basis for the assessment of student achievement. The quality of the student academic experience is confirmed by external examiner reports and through extensive monitoring by LSC committees, the annual monitoring process and student feedback. LSC ensures staff are recruited with an appropriate professional background and currency of practice, and provides appropriate staff development opportunities as well as encouraging and supporting staff to undertake teaching qualifications. Comprehensive academic support is made available to students to help them progress through their degrees. The review team, therefore, concludes that courses at LSC are well-designed, provide a high-quality academic experience for all students and enable student achievement to be reliably assessed.

52 LSC works with its two partner universities to ensure it has a reliable, fair and inclusive admissions system. LSC is proactive in reviewing the induction process on an annual basis. Students overall commended the level of support they received during their studies and were highly satisfied with their experience. They felt well-represented through LSC's mechanisms of student engagement and felt their views were listened to and enacted on to enhance their experience. Placements are personally tailored to the needs of each student to meet their immediate and longer-term career ambitions. LSC is proactive in engaging with agents and networks to create opportunities for students, both during and after their studies, to work in industry. The review team concludes, therefore, that all students from admission through to completion are provided with the support they need to succeed in and benefit from higher education.

Judgement

53 In order to reach the following judgement, the review team was able to explore a wide range of documentary evidence, including a self-evaluation document, and meet with a wide range of staff and students. The evidence allowed the review team to explore the provision offered to students from the point of admission through to completion. The review team was able to see appropriate arrangements for admissions; evidence demonstrating effective engagement in the design and delivery of high-quality courses; appropriately qualified and skilled staff in the delivery of high-quality teaching; availability of appropriate and specialist facilities, learning resources and student support; active individual and collective engagement with students; and effective arrangements working in partnership with other organisations in the provision of placements. These practices allowed students to succeed in, and benefit from, higher education. The evidence enabled the review team to see that the provision meets the Expectations, and the Core and Common practices for Quality as set out in the UK Quality Code for Higher Education.

54 The review team concludes that there can be **confidence** that the quality of the student academic experience meets relevant baseline regulatory requirements.

Commentary: Welsh Language Standards

55 LSC does not operate in Wales and is not under statutory obligation to comply with the *Welsh Language (Wales) Measure 2011*, therefore, this commentary on the effectiveness of the provider's arrangements to apply Welsh Language Standards is not relevant.

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