London Science and Technology

# Education (Learning, Teaching, and Assessment) Strategy: 2025 - 2028

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## EXECUTIVE SUMMARY

The London School of Science & Technology (LSST) Education (Learning, Teaching and Assessment) Strategy 2025-2028 outlines our commitment to providing higher education that allows all students to realise their potential through learning, achievement, and progression.

### Our Education Mission

We prioritise students. Our educational philosophy acknowledges students as partners in their learning journey, with courses designed to be inclusive, motivating and barrier-free. We provide professional and practical education that combines theory with real-world application, equipping graduates with the knowledge, skills and abilities needed for successful careers and ongoing learning.

### Strategic Context

Founded in 2003, LSST serves approximately 7,863 students across six campuses in London, Birmingham, and Luton. Our students are mainly mature learners (with an average age of 35), coming from diverse economic and cultural backgrounds, who balance their studies with other professional and family responsibilities. We are registered with the Office for Students, the HE regulator, hold a Bronze TEF award and are applying for New Degree Awarding Powers, which will enable LSST to award its own degrees. This strategy aligns with UNESCO's Education 2030 agenda (particularly lifelong learning), OfS regulatory requirements and sector-recognised standards for English higher education.

### Three Strategic Priorities

1. **LEARNING:** We create intellectually stimulating, personally meaningful and professionally relevant learning experiences. We promote active and collaborative learning, support diverse learners, develop digital skills, and prepare graduates with the capabilities for lifelong learning and career success.

2. **TEACHING:** We deliver excellent teaching through qualified, passionate staff employing inclusive pedagogies and diverse methods. We invest in professional development, encourage collaborative practices, and maintain high teaching quality through rigorous processes, including student feedback, peer observation, and external examiner oversight.

3. **ASSESSMENT:** We develop assessments that are aligned, authentic, valid, reliable, inclusive, and transparent. Assessment aims both to measure achievement against set standards and to facilitate learning through developmental feedback. We uphold academic integrity, provide reasonable adjustments, and ensure standards via internal moderation and external examination.

## Strategy Enablers

A comprehensive enabling infrastructure supports our provision. Technology-enhanced learning is delivered through a robust virtual learning environment with integrated assessment tools, ensuring all digital content adheres to accessibility standards and that staff and students receive ongoing training in digital literacy and pedagogical methods.

Physical learning spaces are designed to support various learning activities, with teaching rooms equipped with appropriate technology. Learning Resource Centres offer study areas and library services, while social spaces encourage informal, collaborative learning, all meeting accessibility standards. This is complemented by extensive library and information resources, including physical collections aligned with our programme portfolio, comprehensive electronic databases, and e-journals, as well as dedicated support for information literacy and research.

Holistic academic and pastoral support ensures that students can achieve their full potential through assigned personal academic tutors who offer consistent guidance. Academic skills workshops focus on writing, critical thinking, and research skills, while wellbeing services address mental health and personal challenges. Career guidance improves employability and professional growth.

## Quality Assurance and Enhancement

We ensure rigorous academic quality assurance through thorough programme approval, annual monitoring, periodic reviews and external scrutiny within our approval and assessment processes. Beyond mere compliance, we cultivate a culture of continuous improvement driven by data, student feedback, staff development, and engagement with sector best practices. This demonstrates that the strategy is owned by and overseen through strong governance structures, with the Academic Board reporting to the Board of Governors.

## Our Commitment

Through this strategy, we will deliver on our vision: to support individuals of all backgrounds, abilities, and aspirations to fulfil their potential through learning, achievement, and progression. Our strategy commits LSST to placing students at the centre of all we do, providing inclusive, accessible, and barrier-free education and delivering teaching and assessment of the highest quality. We are committed to supporting all students in reaching their full potential, upholding academic standards aligned with national frameworks and continually enhancing our provision through reflection and evidence. The strategy is communicated through staff induction, development events and team meetings, student induction, programme handbooks, publication on the LSST website for external

stakeholders, Learning and Teaching Forum discussions and student representatives cascading information to the student body.

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# 1. INTRODUCTION

## 1.1. Purpose and Scope

This Education (Learning, Teaching and Assessment) Strategy outlines LSST's commitment to delivering higher education that enhances students' capabilities, potential, and intellectual independence. It defines our educational philosophy, establishes strategic priorities, and presents the principles guiding all aspects of our educational provision. The Strategy is informed by our institutional Vision, Mission and Values, aligns with UNESCO's Education 2030 agenda and adheres to the regulatory standards of the Office for Students and recognised sector benchmarks. This document addresses multiple audiences: students seeking to understand our educational commitments, staff responsible for implementing them, governors overseeing these initiatives and external stakeholders, including regulatory bodies, partner institutions, and employers.

## 1.2. Our Vision, Mission, and Values

**Vision:** To support individuals of all backgrounds, abilities, and aspirations in realising their potential through learning, achievement, and progression.

**Mission:** To be recognised as a leading provider of further and higher education that is inclusive, inspiring, and free from barriers to learning.

**Values:** LSST is guided by five core institutional values that shape our approach to educational provision. We are committed to transparency in our operations and decision-making, accountability to our students and stakeholders, integrity in all our academic and professional practices, professionalism in our conduct and service delivery and excellence in educational quality and student outcomes. These values influence how we design programmes, support students, develop staff and assure quality across all our provision.

## 1.3. About LSST

Founded in 2003, LSST has established itself as a reputable provider of higher education with a strong emphasis on expanding access. We support approximately 7,863 students with 557 staff members across six campuses: London (Wembley, Elephant and Castle, Stratford, Park Royal), Birmingham (Aston) and Luton.

We are registered with the Office for Students, hold a Bronze TEF award and are members of Advance HE, QAA, the Quality Strategy Network and GuildHE. We also hold the Matrix Standard for Information, Advice and Guidance and Ofsted regulates our further education provision.

Currently, we deliver programmes at levels 4-7 of the Framework for Higher Education Qualifications through partnerships with the University of West London, Buckinghamshire New University, De Montfort University and Ravensbourne University London. Our programme portfolio primarily focuses on business and management, with strategic plans to diversify. We are also applying for New Degree Awarding Powers to enhance our autonomy and responsiveness.

# 2. OUR EDUCATIONAL MISSION AND PHILOSOPHY

## 2.1. Putting Students First

At LSST, we prioritise our students and place them at the heart of everything we do. Our educational philosophy recognises students as active partners in their education, with agency in their learning journey and a voice in shaping their educational experience. Successful learning is a collaborative process based on mutual respect, shared responsibility, and a collective commitment to both academic achievement and personal growth.

## 2.2. Inclusive and Barrier-Free Education

Our vision commits us to supporting individuals from all backgrounds, abilities, and aspirations. This requires inclusive pedagogy and barrier-free learning environments that accommodate diverse prior educational experiences, learning preferences, life circumstances, and cultural backgrounds. We offer multiple pathways to demonstrate learning and achievement, provide accessible learning materials and resources, and recognise and value the knowledge and experience students possess. Our approach fosters welcoming and respectful learning communities that enable success regardless of initial starting points.

## 2.3. Applied and Professional Learning

LSST's educational identity bridges the gap between theory and practice. We prepare graduates with both disciplinary knowledge and the skills to apply that knowledge in professional settings. Our approach incorporates academic rigour grounded in scholarship and research, professional relevance informed by industry needs and employer engagement, practical application through projects, case studies and work-related learning and transferable skills for career success and lifelong learning.

## 2.4. Active and Engaged Learning

We believe learning is an active process. Students build knowledge through engaging with ideas, peers, teachers, and authentic challenges. Our commitment to active learning supports interactive teaching methods that encourage dialogue and collaborative inquiry, along with learning activities that involve application, analysis, and synthesis of knowledge. We also emphasise assessment methods that demonstrate understanding in genuine ways. We design learning environments that promote engagement and participation, recognising that learning takes place in multiple settings beyond the classroom.

## 2.5. Lifelong Learning and UNESCO Education 2030

LSST aligns with UNESCO's Education 2030 Agenda, particularly its emphasis on lifelong learning. We recognise that education occurs throughout a person's life and career. Many of our students return to education after working or gaining other life experiences. Our offerings support learners at various stages of life through flexible study options, recognition of prior learning and curricula that are relevant to changing labour markets and societal needs.

# 3. STRATEGIC CONTEXT

## 3.1. Our Students

Our student demographic shapes our educational approach. Students are primarily mature learners (with an average age of 35), comprising approximately 66% who come from widening participation backgrounds (POLAR quintiles 1-2). Many balance studying with work and caring responsibilities, which calls for flexibility and accessible support. This context demands recognising different starting points, accommodating various life circumstances, and offering support tailored to help non-traditional students succeed. We continually adapt our recruitment strategies and learning opportunities to support these students, resulting in steady improvements in retention and achievement.

## 3.2. Regulatory Framework

As a registered provider with the Office for Students, we operate within a comprehensive regulatory framework. This strategy supports compliance with OfS conditions, especially B1 (Quality) through programmes aligned with FHEQ and sector standards; B2 (Academic Experience) through high-quality experiences that enable student success; B3 (Student Outcomes) by fostering positive outcomes for all students with attention to equity; and B4 (Assessment) through robust assessment processes ensuring certificates are credible and standards-compliant. The Strategy offers the overarching framework for these commitments, underpinned by detailed policies and quality assurance mechanisms.

## 3.3. Institutional Development

LSST is at a critical stage of development. Our applications for New Degree Awarding Powers and Change of Registration Category signify strategic milestones that enhance our independence and enable more flexible curriculum development. Greater independence brings greater responsibility. This Strategy equips LSST to exercise degree-awarding powers effectively by establishing clear principles and standards for learning, teaching, and assessment, articulating our unique educational philosophy, setting expectations for all involved in educational delivery, implementing robust quality assurance and enhancement frameworks and demonstrating our capacity to uphold academic standards independently.

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# 4. STUDENTS AS PARTNERS

## 4.1. Student Voice and Representation

Student participation in institutional governance and quality assurance occurs through formal representation on the Academic Board, Course Approval and Review Group and Academic Standards Committee. Students contribute to annual monitoring via module evaluations and participation in Course Committees, while students and alumni are directly involved in course design and review processes. Students also lead research projects integrated into curricula and work with the Students' Union to improve the wider student experience.

## 4.2. Shared Responsibility for Learning

While LSST offers high-quality teaching, resources and support, successful learning depends on active student engagement. We recognise students as adults responsible for their own education.

**LSST's Commitment:** We provide high-quality teaching through qualified and passionate staff, designing curricula that meet sector standards, offering timely and constructive feedback, ensuring accessible resources and supportive environments, delivering comprehensive academic and pastoral support, and maintaining fair and transparent policies and procedures.

**Students' Commitment:** Students are expected to attend regularly, participate actively, engage with learning materials and preparatory work, complete assessments promptly with academic integrity, seek help when needed, contribute positively to the learning community and give honest feedback for ongoing improvement.

### 4.3. Engagement and Belonging

We develop learning communities where all students feel valued and able to participate fully. We promote engagement and belonging through inclusive induction programmes, Personal Academic Tutor systems that offer continuous support and peer learning and study groups that strengthen the academic community. Students have chances to get involved beyond the curriculum via Students' Union activities, benefit from clear communication and accessible staff and experience uniformity across multiple campuses through coordinated efforts. For students balancing study with other commitments, we respect diverse patterns of engagement while maintaining academic standards and providing opportunities for meaningful participation.

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## 5. STRATEGIC PRIORITY 1: LEARNING

### 5.1. Our Commitment to Learning

Our commitment to learning involves providing intellectually stimulating, personally meaningful and professionally relevant experiences that foster growth and development. We achieve this through high-quality teaching by qualified and passionate staff, well-designed curricula aligned with sector standards, timely and developmental feedback, accessible resources, supportive environments and comprehensive academic and pastoral support, all of which enable students to reach their full potential.

### 5.2. Active and Collaborative Learning

We promote active learning pedagogies, positioning students as constructors of knowledge. Our teaching methods apply concepts to real-world problems and scenarios, facilitating dialogue, debate, and collaborative inquiry. They employ case studies, simulations, and project work to link theory and practice. We incorporate peer learning and group activities, offer opportunities for student leadership and presentations, and utilise technology to enable interaction outside the classroom.

### 5.3. Learning Beyond the Classroom

Learning goes beyond scheduled teaching through various complementary methods. Independent study enhances self-directed learning through guided research and extended projects, while work-based and experiential learning includes placements, internships, and live projects where suitable. Digital and online learning via our Virtual Learning Environment expands learning beyond traditional classrooms, supported by library and learning resources that facilitate independent scholarship using both physical and electronic materials. Peer

learning enables students to learn from one another through structured study groups and collaborative activities.

### 5.4. Supporting Diverse Learners

Our diverse student body requires responsive and inclusive support. We provide academic skills support for writing, critical thinking, numeracy, digital literacy, and research skills; reasonable adjustments for students with disabilities or specific learning differences; and English language support for multilingual students. We offer transition support for entry into higher education and progression between levels, as well as flexible provisions that accommodate work and caring responsibilities. This ensures that part-time students receive an equivalent quality of teaching, resources, and support.

### 5.5. Graduate Attributes

LSST graduates acquire skills and personal qualities that prepare them for successful careers and lifelong learning. These capabilities are formally articulated through our LSST Graduate Attributes (https://www.lsst.ac/support-and-facilities/graduate-attributes/), which define the comprehensive knowledge, skills, and understandings that LSST students develop through their studies.

The Graduate Attributes extend beyond subject-specific knowledge to encompass the broader personal and professional qualities achieved through successful attainment of course learning outcomes.

Following completion of one of our courses, LSST graduates can expect to offer themselves to employers and wider society as:

- **Subject experts** - Knowledgeable about the subject studied, up to date with the latest developments in the field, and able to participate in current discourse and debates on the relevant topic. Capable of applying this expertise in various settings, including professional environments and problem-solving situations.

- **Emotionally, culturally, and socially intelligent** - Demonstrates emotional, cultural, and social awareness by valuing the diversity of individuals' backgrounds and experiences within society and understanding how these influence thoughts and perspectives. Also recognises and manages one's own emotions and those of others. Applies these qualities in academic, professional, communal, and other contexts to build strong relationships and work collaboratively with people from varied backgrounds, utilising teamwork, communication, and leadership skills.

- **Sustainably innovative and resourceful** - Demonstrates sustainable innovation and resourcefulness by understanding the interconnectedness of environmental, social, and economic factors. Appreciates diverse perspectives and experiences that contribute to sustainable solutions and can utilise these insights to develop innovative approaches to tackling local, national, and global challenges.

- **Digitally literate and effective communicators** - Have a strong understanding of digital technologies and can effectively convey information and ideas across various digital formats. Show proficiency in using digital tools for learning, research, and professional purposes, and can collaborate successfully with others in digital environments.

- **Lifelong learners and critical thinkers** - Demonstrates a strong desire for ongoing learning and development, combined with the ability to think critically and analyse

information effectively. Shows a commitment to staying current with developments in their field and applies critical thinking skills to solve problems and make informed decisions.

These Graduate Attributes are integrated throughout the curriculum and gradually developed across various levels of study, with each level building upon and deepening the capabilities acquired at the previous stage.

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# 6. STRATEGIC PRIORITY 2: TEACHING

## 6.1. Excellence in Teaching

Teaching at LSST is characterised by expertise, passion, and commitment to student success. Excellence in teaching is built on four essential elements. All teaching staff possess suitable qualifications and expertise in their subject areas, with strong academic credentials and professional experience. Staff develop and sustain teaching capabilities appropriate to higher education, including teaching qualifications or Advance HE Fellowship. Our approach responds to student needs, backgrounds and aspirations, employing inclusive pedagogies and fostering supportive relationships. Teaching is guided by the scholarship of teaching and learning, using evidence and research to inform practice.

## 6.2. Teaching Methods and Approaches

We employ a range of teaching methods tailored to various disciplines, learning levels and outcomes. These include face-to-face teaching through lectures, seminars, workshops, and tutorials; technology-enhanced learning utilising the VLE, interactive resources and digital tools; work-related and experiential learning involving guest speakers, case studies, and practical projects; and research-informed teaching that links students with current developments in their fields. These teaching methods encourage active participation and foster a deep understanding, rather than relying on passive information transfer.

## 6.3. Inclusive Teaching Practice

Inclusive teaching ensures all students can access learning and demonstrate their abilities through four key approaches. We utilise universal learning design, creating accessible materials from the outset and employ differentiation to meet the diverse needs of learners while maintaining high standards. Our culturally responsive teaching values diverse backgrounds and perspectives, supported by language awareness that facilitates the development of academic communication skills.

## 6.4. Professional Development

We invest in the ongoing professional development of all teaching staff through comprehensive induction for new staff and support to attain recognised teaching qualifications, such as Advance HE Fellowship. Continuous CPD includes workshops on pedagogy, discipline-specific development, and engagement with professional networks, complemented by peer observation offering developmental feedback. Staff engage with the scholarship of teaching and learning, applying evidence to practice.

## 6.5. Teaching Quality Assurance

We uphold strong quality assurance through multiple interconnected mechanisms. Student evaluation of all modules follows LSST's Standards and Quality Framework, while teaching observation offers developmental feedback to improve practice. External examiners oversee teaching approaches and annual reviews monitor teaching quality and student feedback. Student representation on relevant committees ensures the student voice contributes to quality enhancement.

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# 7. STRATEGIC PRIORITY 3: ASSESSMENT

## 7.1. Assessment Philosophy

Assessment at LSST serves four essential purposes: measuring achievement against specified standards, providing developmental feedback that enhances learning, motivating student effort and engagement and enabling both progression decisions and the awarding of credible qualifications. We achieve these aims through rigorous assessment practices that are yet supportive of diverse learners. This assessment-for-learning philosophy underpins our Assessment Policy and informs our quality assurance frameworks.

## 7.2. Principles of Effective Assessment

Effective assessment at LSST is built on eight core principles. Assessment aligns with learning outcomes and teaching methods, ensuring we evaluate what has been taught and uses authentic tasks that mirror real-world contexts and applications of knowledge. We maintain validity and reliability by assessing intended outcomes with consistent marking and internal moderation, while inclusivity allows all students to demonstrate achievement with reasonable adjustments where necessary. Transparency is upheld through clear communication of requirements, criteria and standards and timeliness is achieved through proper scheduling and feedback within 15 working days to maximise developmental benefit. Assessment design and management include measures to promote academic integrity and detect misconduct, while diversity is reflected through various assessment methods across programmes that cater to different strengths.

## 7.4. Feedback for Learning

Feedback is essential to the assessment-for-learning process. We deliver feedback that assesses achievement against criteria and learning outcomes, pinpoints strengths and areas for improvement and directs further development. Feedback is constructive, understandable, and timely, allowing students to improve their learning and performance.

## 7.5. Academic Integrity

We uphold the highest standards of academic integrity through comprehensive measures that promote honest academic practices. We provide clear guidance on expectations for honesty in academic work, as well as referencing, citing, and acknowledging sources. Assessment design reduces opportunities for plagiarism, supported using originality detection software where suitable. The Academic Misconduct Policy guarantees fair investigation and proportionate responses to academic misconduct.

## 7.6. Reasonable Adjustments and Support

We have specific policies for students with disabilities or learning differences who, if assessed as needing them, receive reasonable adjustments to support their learning and,

where appropriate, in undertaking assessments. This enables all students to showcase their achievements by removing barriers to participation, while upholding academic standards.

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# 8. ENABLING INFRASTRUCTURE AND SUPPORT

A comprehensive infrastructure and a range of services support our educational provision. Students receive holistic support through Personal Academic Tutors, skills development, specialist services for diverse needs and wellbeing support. Technology-enhanced learning is provided through a robust Virtual Learning Environment, where all digital content meets accessibility standards, alongside ongoing digital capability development for staff and students. Physical learning spaces include suitable teaching areas, Learning Resource Centres, and collaborative zones, all designed to meet accessibility requirements for inclusive access across our multi-campus setting.

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# 9. QUALITY ASSURANCE AND ENHANCEMENT

## 9.1. Our Approach to Quality

Quality at LSST includes both assurance (upholding standards) and enhancement (ongoing development). We implement systematic processes that comply with regulatory requirements while promoting a culture of reflection, innovation, and evidence-based improvement.

## 9.2. Programme Approval, Review, and Modification

We operate rigorous programme approval and review processes to ensure academic standards and quality. New programmes undergo thorough approval, including business case assessment, curriculum development, stakeholder consultation, external academic advice, and panel review. Established programmes are subject to comprehensive periodic review, typically every five years, while programme modifications are handled through established procedures with designated approval authorities.

## 9.3. Annual Programme Monitoring

Annual monitoring is conducted at both programme and institutional levels. Each programme produces an Annual Monitoring Report that examines student outcomes, module evaluations, external examiner feedback, and assessment standards. Course Committees and the Academic Standards and Quality Enhancement Committee review these reports. Institutional themes are identified and reported to the Academic Board, facilitating coordinated quality enhancement.

## 9.4. External Examining

External examiners provide independent assurance of academic standards, verify that marking is fair and consistent and compare our provision with sector frameworks and those of similar institutions. Annual reports, which include suggestions for improvement, guide our ongoing development.

## 9.5. Student Partnership in Quality

Student voice is essential for quality assurance and improvement through module evaluation across all courses, as well as student representation on Course Committees, the Academic Standards Committee, and the Academic Board. Additionally, consultations with students and alumni are conducted during programme approval and review. Additionally, students participate in the National Student Survey, with the results informing enhancement priorities.

### 9.6. Data-Informed Enhancement

We systematically gather and analyse data on student demographics, progress, achievement, and graduate outcomes, broken down by protected characteristics to spot different experiences. Performance is tracked against key indicators and sector benchmarks, with priorities for improvement pursued through coordinated institutional efforts guided by quality monitoring, student feedback, and sector developments.

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## 10. SUPPORTING POLICIES AND FRAMEWORKS

This strategy is implemented through comprehensive policies covering academic regulations, assessment policies, quality assurance policies, student support policies and teaching and learning policies. The Academic Board bears responsibility for all policies, ensuring they are regularly reviewed and published in the Quality Handbook to provide authoritative guidance for academic governance and operational delivery.

# APPENDIX: REGULATORY CONTEXT AND SUPPORTING DOCUMENTATION

## Regulatory Alignment

This strategy demonstrates comprehensive alignment with external quality frameworks and regulatory requirements. We address Office for Students Regulatory Framework Conditions B1-B4 and UK Quality Code themes; align all learning outcomes with Framework for Higher Education Qualifications (FHEQ) level descriptors; reference Subject Benchmark Statements in curriculum design; meet Professional Body Requirements where applicable; and support teaching staff development through the UK Professional Standards Framework (Advance HE).

## Supporting Documentation

This strategy is supported by comprehensive policies and frameworks detailed in Appendix 2 of the Learning, Teaching and Assessment Handbook. These include our Assessment Strategy for NDAP Programmes, Module and Programme Specification Templates and Guidance, Teaching and Peer Observation Policies, Academic Regulations, the Quality Handbook, External Examiner Policy, Course Approval and Re-Approval Policy and the Annual Monitoring Policy. Together, these documents provide the operational frameworks through which strategic commitments are translated into consistent practice across all provision.

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# CONCLUSION

This Strategy articulates LSST's commitment to educational excellence and student success through interconnected elements of learning, teaching and assessment that create a coherent educational experience, enabling all students to reach their potential.

Realising this vision requires ongoing commitment from every member of our community. Through partnership and shared purpose, LSST will deliver on our vision to support individuals of all backgrounds, abilities, and aspirations in fulfilling their potential through learning, achievement, and progression. As we move towards degree-awarding powers, this strategy provides a framework for maintaining academic standards while expanding opportunities for our diverse student body.