LONDON SCHOOL OF SCIENCE & TECHNOLOGY

Governance Handbook

Institutional governance framework, boards and committees

LONDON SCHOOL OF SCIENCE AND TECHNOLOGY

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1. Introduction

1.1 This Governance Handbook is the single reference for the governance of the London School of Science and Technology. It brings together, in one place, the framework, the governing instruments, and the terms of reference of the bodies through which the institution is governed and managed.

1.2 The Handbook is organised in two levels. Part One sets out the overarching governance framework that is common to the whole institution. Sections A and B describe the two domains of governance in turn: strategic governance at Board level (Section A) and the governance of academic quality and standards overseen by the Academic Board (Section B).

1.3 This structure is intended to make the Handbook easier to navigate, so that each part of the institution can find the material that applies to it, while Part One preserves the sense of a single, connected system of governance.

1.4 The Handbook is reviewed and updated annually, in the year preceding the year to which it applies, to take account of internal developments at LSST, changes in the higher education sector and its regulatory requirements, developments in good governance practice, and changes in the composition of the Board of Governors from year to year.

Part One - The Governance Framework

2. Purpose and Scope

2.1 The institution is committed to the highest standards of corporate governance. Its arrangements are designed to secure the academic and financial sustainability of the institution, to protect the interests of its students, and to meet the expectations of the Office for Students and the wider regulatory framework.

2.2 This framework applies to the Board of Governors, its boards and the Academic Board, and to all who serve on or attend them.

3. Governance Principles

3.1 The institution adopts the IHE Code of Governance for Independent Providers of Higher Education and maps its arrangements against the ten principles of that Code, as set out in the Regulations of the Board of Governors.

3.2 Members of the Board of Governors and its boards observe the Seven Principles of Public Life. The institution has regard to the OfS Public Interest Governance Principles and to the UK Quality Code for Higher Education, and, as a matter of good practice, to the CUC Higher Education Code of Governance as a benchmark, although as an independent provider it is not bound by it.

4. The Corporate Structure

4.1 The institution is a private higher education provider. Its governance is intentionally structured to separate three roles: ownership, held by the shareholders; oversight, held by the Board of Governors; and executive leadership, held by the Chief Executive Officer and the senior team.

4.2 The shareholders own the institution and hold ultimate control, exercised through the reserved matters set out in the Articles of Association. They delegate the governance and oversight of the institution to the Board of Governors, which in turn delegates operational execution to the Chief Executive Officer and the Executive Group.

4.3 This separation reinforces transparency, guards against undue influence, and meets sector expectations for integrity and accountability. The safeguards that protect the independence of oversight are set out in the Regulations of the Board of Governors.

5. The Governance Structure and the Two-Domain Framework

5.1 The governance of the institution is organised into two domains, which together with the shared framework in this Part make up the whole:

- Section A, strategic governance at Board level, comprising the Board of Governors and its boards: the Audit and Risk Board, the Finance Board, the Remuneration Board and the Strategic and Business Board.
- Section B, the governance of academic quality and standards, overseen by the Academic Board and its subcommittees.

5.2 Day-to-day management is delegated to the Chief Executive Officer, who leads the Executive Group, comprising the institution's senior executive team. Responsibility then flows through the Executive Group to the operational teams and departments across the campuses. This is the executive and operational structure through which the institution is managed and its strategy is delivered in practice.

5.3 Each domain reports to the Board of Governors, which is the governing body and the point at which governance and management come together. The structure is shown in the governance chart at Appendix 1.

5.4 An Advisory Board is shown in the governance chart at Appendix 1 and will be constituted, with its role and remit set out in this Handbook, in due course.

6. The Governing Instruments

6.1 The governance of the institution rests on a set of governing instruments, which sit above and inform the terms of reference of the individual bodies:

- **The Articles of Association,** which establish the Company, define the Board of Governors as its governing body, and reserve certain matters to the shareholders.
- **The Regulations of the Board of Governors,** which set out the composition, appointment, conduct and procedural rules of the Board, the safeguards for the independence of oversight, and the mapping to the IHE Code.
- **The Scheme of Delegation,** which records how authority and decision-making are distributed across the governance and executive structure.
- **The Board Code of Conduct,** which sets out the standards of conduct expected of members of the Board and its boards.

6.2 These instruments are maintained as companion documents to this Handbook and are read alongside it.

7. Reporting Lines and How the Framework Connects

7.1 The two domains are connected through the Board of Governors and through the flow of assurance and reporting between them.

7.2 The Board of Governors' boards in Section A report to the Board of Governors and provide it with assurance: the Audit and Risk Board on risk, internal control, compliance and the oversight of the subcontractual and franchise arrangements; the Finance Board on financial planning, monitoring and sustainability; the Remuneration Board on senior remuneration; and the Strategic and

Business Board on the institution's business, commercial and organisational performance. The Audit and Risk Board provides the Board with assurance over these arrangements.

7.3 The Academic Board in Section B oversees academic quality and standards and reports to the Board of Governors, so that academic assurance reaches the Board of Governors alongside the assurance from its committees.

7.4 In this way the responsibilities are distributed for clarity and accessibility, while accountability remains undivided and rests with the Board of Governors.

8. The Rhythm of Governance

8.1 The business of the Board of Governors and its boards is planned across the year through the Governance Calendar, which sets out when each body meets and how each board feeds the Board of Governors, and the Schedule of Business, which sets out what each body considers at each of its meetings. Both are approved by the Board of Governors each year and are maintained as companion documents.

8.2 Standard agendas for the Board of Governors and its boards support the consistent conduct of business.

9. Board Effectiveness and Review

9.1 The Board undertakes an annual self-assessment of its effectiveness, and an independent external review at least every three years, the outcome and action plan of which are approved by the Board of Governors. The terms of reference of the Board of Governors and its boards, and this Handbook, are reviewed annually.

10. Strategic Governance (Board Level)

Section A covers the strategic governance of the institution, exercised by the Board of Governors and the boards that report to it.

A1. The Board of Governors

Purpose. The governing body of the institution, ultimately accountable to the shareholders for its direction, oversight and regulatory compliance.

Composition. An independent Chair, two independent governors, the shareholder governor (the majority shareholder, not independent), the Chief Executive Officer and the Chief Finance Officer, with the Principal and the Student Union President attending as non-voting attendees. Each voting member has one vote, and the Chair holds a casting vote. The composition provides a strong independent presence on an evenly balanced Board.

Remit. The mission and strategic direction of the institution; its financial sustainability, control and audit; the oversight of risk, regulatory compliance and academic governance; the oversight of the subcontractual and franchise arrangements with lead providers; and the review of its own effectiveness.

A2. The Audit and Risk Board

Purpose. Independent assurance to the Board on financial reporting, internal control, risk, audit, regulatory compliance and value for money, including oversight of the subcontractual and franchise arrangements with lead providers.

Reporting and composition. Reports to the Board. Independently chaired by an Independent Governor who is not the Chair of the Board. The Chief Finance Officer, the Head of Registry and the Quality Manager currently serve as members, and the internal and external auditors attend.

Remit. Risk oversight and the corporate risk register; compliance assurance, including the OfS conditions of registration and the reportable-events process; oversight of the franchise arrangements; internal and external audit; and fraud, bribery and value for money.

A3. The Finance Board

Purpose. Reviews, monitors and reports on the financial affairs of the institution, and recommends the budget and finance strategy to the Board.

Reporting and composition. Reports to the Board. Chaired by an Independent Governor, with the Chief Finance Officer, Head of Registry, Head of Operations and Chief Executive Officer among its members.

Remit. Financial planning, monitoring and sustainability, and the recommendation of dividends. The audit and financial-reporting assurance sits with the Audit and Risk Board.

A4. The Remuneration Board

Purpose. Advises the Board on the framework and policy for the remuneration of the governors, officers and senior management.

Reporting and composition. Reports to the Board. Independently chaired. The Head of Human Resources, the Chief Finance Officer and the Finance Manager currently serve as members. No member takes part in any decision concerning their own remuneration.

Remit. The remuneration policy, the annual review of senior remuneration, and the pensions and benefits strategy.

A5. The Strategic and Business Board

Purpose. An oversight board for the institution's business, commercial and organisational performance. It provides scrutiny, challenge and assurance; it does not undertake the day-to-day management of the institution.

Reporting and composition. Chaired by the Chief Executive Officer, with a membership drawn from the senior management team. It reports to the Board of Governors, in line with its meeting cycle.

Remit. An oversight of operational and business performance, commercial activity, organisational effectiveness, major strategic initiatives and the delivery of agreed institutional priorities. The Strategic and Business Board considers performance information, challenges executive proposals and decisions where appropriate, monitors significant areas of delivery and provides assurance and recommendations to the Board.

A6. Operational Committees, Groups and Panels

A6.1 A number of operational committees, groups and panels report to the Strategic and Business Board, including the Building and Estate Management Committee, Marketing Committee, and the Publications Committee.

11. Academic Quality and Standards

Section B covers the governance of academic quality and standards, overseen by the Academic Board and its subcommittees, within the OfS regulatory framework and the UK Quality Code for Higher Education. The detailed content of this Section is developed under the Principal and dovetails with the framework and reporting lines set out in Part One.

B1. The Academic Board

Purpose. Leads the governance of academic quality, standards and the student academic experience, overseeing courses, academic regulations, quality frameworks and student outcomes.

Reporting and cadence. Reports to the Board of Governors and is timed to the availability of student data, so that each meeting feeds the next Board.

Terms of reference. Maintained within the academic governance framework of this Section.

B2. Academic Subcommittees

B2.1 A number of committees report to the Academic Board, including the Academic Standards and Quality Enhancement Committee, and meet on the same cadence so that each reports into the Academic Board in time for it to report to the Board of Governors. Their terms of reference sit within the academic governance framework of this Section.

12. Institutional Management (the Executive)

12.1 The Chief Executive Officer is responsible for the day-to-day leadership and management of the institution and is accountable to the Board of Governors for the delivery of its strategy, objectives and approved plans. The CEO is supported by the Executive Group, comprising the senior leadership team, which provides collective executive leadership across the institution and translates strategic priorities into operational delivery.

12.2 The Executive Group coordinates activity across campuses, departments and professional functions, allocates resources within approved plans, manages performance and ensures that decisions are implemented effectively. Unlike the Board, the Strategic and Business Board and the Academic Board, which exercise governance, scrutiny and oversight within their respective remits, the CEO and Executive Group form part of the institution's management structure and are responsible for running the institution.

Section A - Strategic Governance (Board Level)

Board of Governors
Terms of Reference

The Board of Governors is the governing body of the London School of Science and Technology. It is the primary decision-making body and is ultimately accountable to the shareholders for the direction, oversight and regulatory compliance of the institution. The Board is supported by the following bodies, each of which reports to it on the matters set out in their terms of reference: the Academic Board, the Finance Board, the Audit and Risk Board, the Remuneration Board and the Strategic and Business Board.

Accountable to	The shareholders, who own the institution and exercise ultimate control through the reserved matters set out in the Articles of Association and the Regulations.
Chair	An independent Chair, appointed by the holder of the majority of the shares under Article 13.1.
Membership	The Chair (independent); two Independent Governors; the majority shareholder, who sits as the shareholder governor and is not independent; the Chief Executive Officer (Executive Director); and the Chief Finance Officer (Executive Director). The Principal and the Student Union President attend ex officio as non-voting attendees. The Board comprises an independent Chair and two independent governors, providing a strong independent presence on an evenly balanced Board; the independent Chair holds the casting vote.
Independence	An independent member is one who has no material financial, business or family relationship with the institution or its shareholders that could affect, or be seen to affect, their judgement. Independence is assessed for each member individually. The composition comprises an independent Chair and two independent governors, providing a strong independent presence on an evenly balanced Board, with the independent Chair holding the casting vote under Article 13.4.
Term of office	Three years, in accordance with Regulation 3.9.1, with total tenure not normally exceeding nine years. A member may be removed in accordance with Article 22 and Regulation 3.10.
Quorum	The quorum, fixed by the Board under Article 12.2, is four members, which must include the Chief Executive Officer and at least one independent member, and is subject to Articles 12.3 and 12.4.
Frequency	Not fewer than four times each year, as set out in the calendar of meetings. The Chair may convene extraordinary meetings in accordance with business need.
Voting	Each member of the Board has one vote, and decisions are taken by simple majority at a quorate meeting (Article 8), with the Chair holding a casting vote in the event of a tie (Article 13.4). A member with an interest in a matter is expected to declare it and withdraw, and not to vote on or count towards the quorum for that matter, notwithstanding the latitude in Article 16.2 and in addition to the exclusions required by Articles 14, 15 and 16.3.
External reference points	The IHE Code of Governance for Independent Providers of Higher Education; the OfS Regulatory Framework, with due regard to the Public Interest Governance Principles; and the UK Quality Code for Higher Education. The Board also has regard to the CUC Higher Education Code of Governance (2026) as a benchmark of good practice, although as an independent provider the institution is not bound by it.

Terms of reference

The primary responsibilities of the Board of Governors are mapped against, and aligned with, the ten principles of the IHE Code of Governance for Independent Providers of Higher Education. They are set out below.

1. To receive and review the minutes and reports of the Strategic and Business Board, the Academic Board, the Finance Board, the Audit and Risk Board and the Remuneration Board, and, where appropriate, to approve and authorise their actions.
2. To decide on, contribute to and approve the institution's mission and strategic vision, through the corporate strategic plans, the associated academic and business plans, and the budgets that support them.
3. To monitor the institution's performance against agreed strategies, and to ensure processes are in place to evaluate its effectiveness against the strategic and operational plans and the approved key performance indicators, benchmarked against comparable institutions.
4. To ensure the institution has systems in place to meet its legal obligations, in particular equality, diversity and inclusion, health and safety, data protection, the Prevent Duty and procurement.
5. To uphold and protect academic freedom and freedom of speech within the law, in accordance with the institution's legal and regulatory obligations.
6. To ensure that appropriate systems of control and accountability are in place to secure the solvency of the institution and to safeguard its assets, including financial and operational controls and risk management, and that such systems are subject to audit.
7. To ensure that appropriate supporting strategies are in place for estates, finance and human resources.
8. To receive assurance from the Audit and Risk Board on the effectiveness of risk management, internal control, financial stewardship, regulatory compliance and the oversight of the subcontractual and franchise arrangements with lead providers.
9. To evaluate, at least annually, the institution's risk register, to ensure that key risks, including academic risks, are effectively managed and monitored.
10. To ensure value for money in the use of the institution's resources, and to receive and consider relevant reports from the Audit and Risk Board and the external auditors.
11. To ensure that the institution has effective policies and procedures for detecting fraud, irregularity and bribery, and to receive assurance from the Audit and Risk Board on their adequacy and implementation.
12. To consider recommendations from the Audit and Risk Board on material international funding arrangements, to assess the associated regulatory, reputational and academic-freedom risks, and to determine their approval or rejection in accordance with the institution's Freedom of Speech and Academic Freedom Code of Practice.
13. To review and evaluate the institutional reports produced for, and received from, third parties such as the OfS, the QAA, Ofsted, HESA and the DfE, together with the associated action plans.
14. To review the academic management and the annual quality-planning cycle across all campuses, and to keep under regular review the policies, procedures and limits within those functions.
15. To review the Strategic Enhancement Plan, and to confirm and evaluate the progress of the management actions taken to enhance the student learning environment.

16. To assess the effectiveness of the academic and human-resource management of the institution across all campuses.
17. To monitor the audits and reconciliations undertaken on admissions, attendance and the records of students held by the Student Loans Company and the student management system.
18. To review and report to the shareholders annually on the effectiveness of the Board and its members, and to review the relevance of these terms of reference and recommend any changes to the shareholders.
19. To ensure that an annual self-assessment of the Board's effectiveness is undertaken, and that an independent external review is carried out at least every three years, with the resulting action plan approved and published.
20. To delegate the day-to-day management of the institution to the Chief Executive Officer and the executive team, and to hold them to account for delivery, in accordance with the Scheme of Delegation.

Review

These terms of reference, together with the Board's composition and effectiveness, are reviewed annually by the Board and are subject to an independent external review at least every three years. Any recommended changes are referred to the shareholders for approval.

Audit and Risk Board
Terms of Reference

The Audit and Risk Board provides the Board of Governors with independent and objective assurance on financial reporting, internal control, risk management, audit arrangements, regulatory compliance and value for money, including oversight of the subcontractual and franchise arrangements with lead providers. It is independently chaired and gives the Board confidence that effective arrangements are in place to support the integrity and sustainability of the institution.

Status	The board established under Article 35 of the Articles of Association, formerly the Audit Committee, with its remit extended to cover risk and compliance assurance.
Reports to	The Board of Governors.
Chair	An Independent Governor.
Membership	Chief Finance Officer, Head of Registry and Quality Manager (Secretary to the Board of Governors). The internal and external auditors attend as required, with the right of direct access to the board, and the Chief Executive Officer and others attend by invitation.
Quorum	50% of voting members. No meeting shall proceed without the Independent Chair present.
Frequency	Not fewer than three times each year, with provision for the Independent Chair to meet the auditors privately at least once a year.
External reference points	The OfS Regulatory Framework; the IHE Code of Governance for Independent Providers of Higher Education; the UK Quality Code for Higher Education; and relevant audit and financial-reporting standards. The board also has regard to the CUC Higher Education Code of Governance (2026) and the CUC Higher Education Audit Committees Code of Practice as benchmarks of good practice.

Terms of reference

The primary responsibilities of the Audit and Risk Board are set out below. The first five reflect the board's extended remit for risk and compliance assurance; the remainder carry forward its established audit and financial-assurance functions.

1. To oversee the institution's risk management framework and to keep the corporate risk register under review, to advise the Board on the principal risks facing the institution, and to assure the Board on the effectiveness of the arrangements for identifying, managing and monitoring them.
2. To review the effectiveness of the institution's risk management, internal control and governance arrangements, and to report to the Board on their adequacy.
3. To receive reports on the institution's compliance function and to provide the Board with assurance on the effectiveness of the arrangements for regulatory compliance, including with the OfS conditions of registration.
4. To keep under review the arrangements for identifying and reporting reportable events to the OfS, and to provide the Board with assurance on their adequacy.
5. To oversee the regulatory, quality and reputational risks arising from the subcontractual and franchise arrangements with lead providers, and to assure the Board on their management.

6. To advise the Board on the appointment, reappointment, fee, terms of engagement and any resignation or dismissal of the external auditors, and on the provision of any non-audit services by them.
7. To discuss with the external auditors, before the audit begins, its nature and scope, and to discuss any problems or reservations arising from the interim and final audits, including the management letter and management's responses, in the absence of management where necessary.
8. To advise the Board on the appointment, terms and fee of the internal auditors; to review their risk assessment, strategy and programme; to consider the major findings of internal audit investigations and management's response; and to ensure that the resources for internal audit are sufficient.
9. To require an annual report from the internal auditors offering clear opinions on risk management, control, governance and value for money.
10. To consider the annual financial statements in the presence of the external auditors, including the auditors' formal opinion; to consider significant accounting policies, estimates and judgements; and to review the clarity and completeness of the disclosures.
11. To keep under review the policies and procedures for detecting fraud and irregularity, for the prevention of bribery, and for anti-money-laundering, and to be notified of any action taken or non-compliance, including reports from the Money Laundering Reporting Officer.
12. To monitor the implementation of agreed audit recommendations from whatever source, and to ensure that significant losses are properly investigated and the auditors informed.
13. To satisfy itself that suitable arrangements are in place to promote economy, efficiency and effectiveness, and to advise the Board on value for money.
14. To review and scrutinise material international funding arrangements, to assess the associated risks to academic freedom, freedom of speech, regulatory compliance, financial integrity and reputation, and to make recommendations to the Board.
15. To provide copies of its minutes and an annual report to the Board of Governors.
16. To review its terms of reference, composition and effectiveness annually.

Review

These terms of reference, together with the board's composition and effectiveness, are reviewed annually and reported to the Board of Governors.

Finance Board
Terms of Reference

The Finance Board reviews, monitors and reports on the financial affairs of the institution, covering financial planning, the management of resources, financial monitoring and related policy. It recommends the budget and finance strategy to the Board of Governors, the Audit and Risk Board providing the independent assurance on financial reporting and audit.

Status	Formerly the Finance Committee, renamed the Finance Board.
Reports to	The Board of Governors.
Chair	An Independent Governor.
Membership	Chief Executive Officer, Chief Finance Officer, Head of Registry, Finance Manager and Head of Operations.
Quorum	50% of voting members. No meeting shall proceed without the Independent Chair present.
Frequency	4 meetings per annum.
External reference points	The OfS Regulatory Framework, with particular regard to financial viability and sustainability. The board also has regard to the CUC Higher Education Code of Governance (2026) as a benchmark of good practice.

Terms of reference

The primary responsibilities of the Finance Board are set out below.

1. To consider the annual operating budget and to recommend it to the Board of Governors for approval.
2. To monitor and review the current and projected levels of income and expenditure across the institution.
3. To review the institution's finance strategy at least annually and to recommend it to the Board for approval.
4. To monitor the institution's cash flow, forecasts and overall liquidity, and to consider material financial risks and the institution's financial sustainability.
5. To consider the annual financial statements for recommendation to the Board, the Audit and Risk Board providing the independent assurance on financial reporting and the external audit.
6. To monitor expenditure on a regular basis, to ensure compliance with the financial plan, and to draw any matters of concern to the attention of the Board.
7. To assess distributable reserves and to recommend to the Board the declaration and payment of dividends.
8. To prepare and submit financial statements to Companies House and other external authorities, where required and as approved by the Board.
9. To receive and review the minutes and reports of any sub-committees.
10. To provide copies of its minutes and an annual report to the Board of Governors.
11. To review its terms of reference, composition and effectiveness annually.

Review

These terms of reference, together with the board's composition and effectiveness, are reviewed annually and reported to the Board of Governors.

Remuneration Board
Terms of Reference

The Remuneration Board advises the Board of Governors on the framework and policy for the remuneration of the governors, officers and senior management of the institution. It is independently chaired, and no member takes part in any decision concerning their own remuneration.

Reports to	The Board of Governors.
Chair	An Independent Chair.
Membership	Head of Human Resources, Chief Finance Officer and Finance Manager. No member takes part in any decision concerning their own remuneration. Others attend by invitation.
Quorum	50% of voting members. No meeting shall proceed without the Independent Chair present.
Frequency	Not fewer than twice each year.
External reference points	The OfS Regulatory Framework; the IHE Code of Governance for Independent Providers of Higher Education; and the CUC Higher Education Senior Staff Remuneration Code. The board also has regard to the CUC Higher Education Code of Governance (2026) as a benchmark of good practice.

Terms of reference

The primary responsibilities of the Remuneration Board are set out below.

1. To advise the Board on the framework and policy for the remuneration of the governors, the Chair and the senior management it is designated to consider, on the principle that no person takes part in any decision concerning their own remuneration.
2. To review the ongoing appropriateness and relevance of the remuneration policy, taking account of relevant legal requirements and the CUC Higher Education Senior Staff Remuneration Code.
3. To advise the Board on the design of, and to determine targets for, any performance-related pay scheme, and to approve the total annual payments made under such schemes.
4. To advise the Board on the policy for, and scope of, the pension arrangements for the governors and senior officers.
5. To ensure that contractual terms on termination, and any payments made, are fair to the individual and to the institution, that failure is not rewarded, and that the duty to mitigate loss is recognised.
6. Within the agreed policy and in consultation with the Board, to advise on the total individual remuneration packages for each governor and senior manager, including any bonuses and incentive payments.
7. To review and note annually the remuneration trends across the institution, and to oversee any major changes in employee benefit structures.
8. To advise the Board on the policy for authorising claims for expenses from the governors and the Chair, and to ensure that all provisions on the disclosure of remuneration, including pensions, are fulfilled.

9. To establish the selection criteria for, to appoint and to set terms of reference for any remuneration consultants who advise the board, and to obtain reliable, up-to-date information about remuneration in comparable institutions.
10. To provide copies of its minutes and an annual report to the Board of Governors.
11. To review its terms of reference, composition and effectiveness annually.

Review

These terms of reference, together with the board's composition and effectiveness, are reviewed annually and reported to the Board of Governors.

Strategic and Business Board
Terms of Reference

The Strategic and Business Board is a senior governance and assurance board of the institution. It provides oversight, scrutiny and assurance in relation to the delivery of the institution's strategy, compliance with regulatory and legal obligations, and the oversight of decisions delegated to it from the Board of Governors. The Strategic and Business Board reports to the Board of Governors and operates within the authority delegated to it under the LSST Scheme of Delegation. It sits in parallel with the Academic Board and does not determine academic matters, which fall within the remit of the Academic Board. Matters relating to management, operational delivery and the day-to-day running of LSST are referred to the Executive Group in accordance with the LSST Scheme of Delegation.

Reports to	The Board of Governors, in accordance with the LSST Scheme of Delegation.
Chair	The Chief Executive Officer.
Membership	Principal, Vice-Principal, Chief Finance Officer, Dean of Learning and Teaching, Campus Deans, Head of Further Education, Head of Academic Standards and Quality, Quality Manager, Head of Partnerships and Student Lifecycle, Head of Registry, Head of Admissions, Marketing Manager, Head of IT, Head of Operations, and Head of Human Resources.
Reporting to it	The Strategic and Business Board receives reports from relevant committees, groups and panels for governance assurance and oversight purposes, including the Building and Estate Management Committee, the Marketing Committee, the Publications Committee.
Quorum	50% of voting members.
Frequency	Normally 3 meetings per annum though at the Chair's discretion and based on need the board can meet as required.
External reference points	The OfS Regulatory Framework, with due regard to the Public Interest Governance Principles noting that Academic quality and standards matters are within the remit of the Academic Board.

Terms of reference

The primary governance responsibilities of the Strategic and Business Board are set out below. It operates in parallel with the Academic Board and does not cover academic issues.

1. To provide governance oversight of the institution's strategic delivery across all campuses and to monitor the implementation of decisions of the Board of Governors.
2. To scrutinise and seek assurance on the effectiveness of the institution's compliance arrangements, including arrangements for meeting the OfS conditions of registration and other regulatory and legal obligations, from a business perspective and to provide the Audit and Risk Board with the information it needs to assure the Board.
3. To oversee assurance that the institution complies with the Office for Students' conditions of registration relating to corporate governance, management, finance and data accuracy, while excluding academic quality, standards and learning and teaching matters, which are reserved to the Academic Board.

4. To seek assurance that arrangements are in place to comply with Competition and Markets Authority (CMA) guidance on student contracts, fees and published information, excluding the approval or determination of academic content, which is the responsibility of the Academic Board.
5. To review the business, commercial and organisational risks within its remit, and the assurance on how they are being managed, recognising that operational risk management and day-to-day risk controls sit with the Executive Group and other delegated routes; and to report its findings and any recommendations to the Audit and Risk Board, which oversees the institution's risk management framework and the corporate risk register on behalf of the Board of Governors.
6. To identify circumstances within its remit that may constitute non-academic reportable events to the OfS, to refer them promptly to the Audit and Risk Board, and to refer operational follow-up to the Executive Group where required.
7. To receive and review minutes and reports from relevant committees, groups and panels for governance assurance, identifying matters requiring escalation to the Board of Governors in accordance with the LSST Scheme of Delegation, referring management or operational issues to the Executive Group, and referring academic matters to the Academic Board.
8. To consider and recommend to the Board of Governors the information, documentation and proposals that require the Board's decision, ensuring that matters are escalated in accordance with the LSST Scheme of Delegation, that management or day-to-day operational matters are referred to the Executive Group, and that academic matters are referred to the Academic Board.
9. To provide copies of its minutes and an annual governance assurance report to the Board of Governors, in accordance with the LSST Scheme of Delegation.
10. To review its terms of reference, composition and effectiveness annually.

Review

These terms of reference, together with the board's composition and effectiveness as a governance and assurance board, are reviewed annually and reported to the Board of Governors in accordance with the LSST Scheme of Delegation. The review will include consideration of whether the Board has remained focused on oversight, scrutiny and assurance; whether management and day-to-day operational responsibilities have been directed to the Executive Group; and whether academic matters have remained within the remit of the Academic Board.

Building & Estate Management Committee
Terms of Reference

The Building & Estate Management Committee supports the delivery of LSST's strategic objectives, oversees the effective operation of the institution, and exercises management responsibility for all non-academic implementation.

It advises the Strategic and Business Board on all matters relating to resources, including the Learning Resource Centre, Information Technology provision, facilities and the purchase of new equipment, and overall Health and Safety and Security.

Reports to	Strategic and Business Board.
Chair	Head of Operations.
Membership	Operations Managers, IT Manager, Head of Security, Head of Library, Student Union President.
Quorum	50%.
Frequency	3 meetings per annum.
External reference points	OfS Regulatory Framework for Higher Education in England Award validating / franchise partners' regulations

Responsibilities

The primary responsibilities of the Building & Estate Management Committee are set out below:

1. To maximise the physical, electronic and human resources available to LSST, in line with the Committee's brief, and ensure their effective and efficient use.
2. To monitor the effectiveness of Health, Safety and Security policies against regulations.
3. To monitor the outcome of health and safety audits, accidents and incidents, and significant issues arising from the various channels of communication, and to determine an appropriate course of action.
4. To advise the Strategic and Business Board on resources, computing, telecommunications, library, facilities, canteen (where applicable), Health and Safety, and any other relevant aspects in order to maintain a healthy and safe environment across all campuses.
5. To advise the Strategic and Business Board on the use of computers within LSST, including such matters as the choice of hardware and software, computer networking and security, and the provision of capital and recurrent funds for computing.
6. To ensure that all licences and employer certificates are kept up to date.
7. To provide the Academic Standards and Quality Enhancement Committee with the information on estates, facilities and resources that it needs to maintain LSST's responsibilities checklist for providers.
8. To allocate fire marshals, first aiders and designated safeguarding officers, ensuring the list is kept up to date and that staff receive the required training and certificates according to their designated responsibilities.
9. To ensure that Health and Safety equipment (such as fire extinguishers and first aid kits) is up to date and current.

10. To monitor and disseminate developments relating to the enhancement of resources.
11. To receive and review the minutes and any reports of its sub-committees.
12. To provide copies of its minutes and an annual report (if required) to the Strategic and Business Board.
13. To review its terms of reference, composition and effectiveness.

Marketing Committee
Terms of Reference

The Marketing Committee oversees the development, delivery and evaluation of LSST's student recruitment marketing and corporate communications activity, ensuring that all campaigns are effective, brand-consistent, and compliant with consumer protection and advertising standards.

Reports to	Strategic and Business Board.
Chair	Marketing Manager.
Membership	The Head of Admissions, Head of Registry, PR Manager, Publications Committee representative
Quorum	50%.
Frequency	Twice a year
External reference points	OfS Regulatory Framework for Higher Education in England CMA Higher Education: Consumer Law Advice for Providers Advertising Standards Authority (ASA) UK Code of Non-broadcast Advertising (CAP Code) UK GDPR and Data Protection Act 2018

Responsibilities

The primary responsibilities of the Marketing Committee are set out below:

1. To oversee and monitor the delivery of departmental and corporate marketing campaigns in support of student recruitment.

2. To review LSST's advertising strategy across print, digital and third-party platforms.

3. To oversee digital marketing activity, including social media, photography and video content produced to support recruitment and brand awareness.

4. To oversee the production of marketing publications and print materials, including the prospectus and applicant membership packs.

5. To monitor and evaluate recruitment campaigns against targets and Key Performance Indicators, reporting outcomes to the Strategic and Business Board.

6. To ensure all marketing and advertising activity complies with the CMA's consumer protection guidance and the ASA's CAP Code.

7. To review the effectiveness and return on investment of marketing spend, reporting to the Strategic and Business Board.

8. To report to the Strategic and Business Board and review its terms of reference, composition, and effectiveness.

Publications Committee
Terms of Reference

The Publications Committee is responsible for the consideration, development and monitoring of all information produced and owned by LSST, to ensure that it is fit for purpose, accessible and trustworthy. This does not overlap with any responsibilities staff may have regarding the external organisations, research publications or professional body materials.

Reports to	Strategic and Business Board.
Chair	Quality Manager.
Membership	The Principal, the Vice-Principal, Dean, Marketing Manager, Head of Admissions, Head of Registry, Head of Student Support, Student Union President, Operations Managers, Senior Librarian, IT Manager, VLE Manager, and other staff members as applicable.
Quorum	50%.
Frequency	The Committee convenes as appropriate under the management coordination of the Quality Office.
External reference points	OfS Regulatory Framework for Higher Education in England CMA UK higher education providers – advice on consumer protection law UK (Revised) Quality Code for Higher Education

Responsibilities

The primary responsibilities of the Publications Committee are set out below:

1. To ensure that all key LSST information (such as the Mission Statement), organisational facts (such as accreditations and approvals), legal and regulatory licences, memberships (such as the OIA and CMA HEA), and key policies and documents are clearly visible to all stakeholder groups via LSST's website.
2. To ensure that information clearly shows LSST's campuses, key facilities and the main expectations from both a student's and LSST's perspectives.
3. To review and consider all relevant internal and external information, in line with the Published Information Policy, so that information released is accurate, up to date and trustworthy, and to report to the Strategic and Business Board assuring the fitness for purpose of all organisational information.
4. To ensure information for prospective students is available in printed publications and online, in a clear and straightforward style, and in a manner that demonstrates that LSST's application and admission processes are fair, transparent and consistent.
5. To ensure all relevant information is available online and in printed publications, so that prospective students can make an informed decision about their proposed course of study.
6. To ensure that students are able to access all information relating to the academic and pastoral support available to them.
7. To ensure that all relevant information in LSST's handbooks, such as the student handbook and course handbooks, is up to date and accurate.

8. To ensure that LSST makes clear how it engages with students at course, faculty and school level, and that all policies and procedures relevant to students are published on the website and student portal (VLE).
9. To ensure that information and guidance is available to students on how to access their personal records of study and achievement, both upon completion of their course and on exit before completion.
10. To ensure that information is available to all relevant stakeholders on how LSST manages academic standards, learning, teaching and assessment, how it aims to enhance students' overall experience, and how it ensures that information is accurate, up to date and trustworthy.
11. To receive requests from other committees for changes or additions to public information.
12. To review its terms of reference, composition and effectiveness.

Section B - Academic Quality and Standards

Academic Board
Terms of Reference

The Board of Governors has delegated to the Academic Board responsibility for the academic governance of LSST, including responsibility for the setting and maintenance of academic standards and for assuring and enhancing the quality of the student academic experience.

The Academic Board is the senior deliberative Committee established to review, monitor and report to the Board of Governors on principal academic matters. These relate primarily to research, academic standards, quality, scholarship, teaching of our courses and the delivery of education in the School. It considers the strategic development of our academic activities and resources needed to support them.

It operates in the context of requirements of partner awarding bodies, UK legislation and external guidelines and benchmarks relating to the delivery of Higher Education in the UK, including the regulatory framework of Office for Students and the UK Quality Code and associated guidance published by the Quality Assurance Agency (QAA).

Academic Board fulfils its Terms of Reference via its own activity and by oversight of its reporting Committees.

Reports to	The Board of Governors.
Chair	Principal.
Membership	CEO (ex officio), Vice-Principal, Dean of Learning and Teaching, Nominated Dean, Head of Academic Standards and Quality, a nominee from the Secretariat (when established), Head of Admissions, Head of Registry, Head of Student Lifecycle, Partnerships Manager, Head of Further Education, Student Union President, and four nominated staff members from the academic community.
Quorum	50%.
Frequency	4 meetings per annum - four scheduled meetings per annum, aligned to the academic cycle, with the power to convene additional meetings as required.
External reference points	OfS Regulatory Framework for Higher Education in England The OfS Conditions of Registration including any specific reporting requirements for LSST The OfS public-interest governance principles, including the principle on academic governance Independent Higher Education (IHE) Code of Governance for Independent Providers of Higher Education UK (Revised) Quality Code for Higher Education Awarding Bodies' Academic Regulations

Responsibilities

The primary responsibilities of the Academic Board are set out below:

1. To maintain, promote, and enhance the LSST's academic standards, the quality and enhancement of students' learning opportunities, and the accuracy of public information to all stakeholder groups.

2. To maintain and enhance the quality of and assure the academic standards of LSST's awards and qualifications, including all matters relating to accreditation by external bodies and compliance with the OfS conditions of registration.
3. To ensure compliance with the Office for Students' conditions of registration relating to teaching quality, academic resources, assessment, awards and student outcomes, referring matters of institutional finance and governance to the Strategic and Business Board.
4. To confirm the accuracy of academic content, prior to publication through the Publications Committee, in compliance with Competition and Markets Authority (CMA) guidance.
5. To promote equality, diversity and inclusion and an inclusive learning environment across LSST's academic provision.
6. To oversee the academic aspects of LSST's Access and Participation Plan and to receive monitoring reports on its delivery.
7. To receive and consider reports from its reporting committees as indicated by their terms of reference.
8. To advise the Board of Governors on the development of academic activities and the resources needed to support these activities.
9. To keep under review policies and procedures on matters relating to the admission of students, teaching, curriculum content, assessment and examination of the academic performance of students, in line with partner awarding bodies' requirements and in line with the conditions of registration of the Office for Students for its own validated awards.
10. To develop and keep under review a framework of the principles and academic regulations for all courses of study delivered by the LSST under its awards.
11. To approve award titles and courses of study leading to its own awards and award LSST degrees, diplomas, and certificates under New Degree Awarding Powers, once granted.
12. To monitor academic key performance indicators and academic risks, and to escalate material academic risks to the Board of Governors and the Audit and Risk Board.
13. To receive and consider an Annual Quality Report and to provide the Board of Governors with an annual assurance that LSST's academic standards are secure, that the quality of the student academic experience is maintained and enhanced, and that academic governance is adequate and effective.
14. To receive and consider an annual report on academic misconduct, appeals, student discipline, and complaints.
15. To promote student engagement and partnership in academic governance, including through student representation on the Academic Board and its committees.
16. To safeguard and promote the freedom of academic staff and students to engage in research, teaching, and intellectual discourse, and freedom of speech within the law, without fear of censorship or reprisal, subject to LSST's legal duties and its equality, diversity, and inclusion policies.
17. To receive and review the minutes and reports of its reporting committees.

Academic Standards and Quality Enhancement Committee
Terms of Reference

The Academic Standards and Quality Enhancement Committee (ASQEC) is responsible for the management of quality assurance and enhancement in LSST.

The ASQEC holds delegated authority from the Academic Board for the institution's academic quality assurance and the security of academic standards. It owns the quality framework, programme approval, modification and review, periodic review, and the oversight of external examining, both for current partner provision and, in future, for awards made under LSST's own degree-awarding powers (DAPs). The Committee ensures development and review of an appropriate framework and methodologies for the approval of well-designed, high-quality courses and their monitoring and review in line with the Office for Students Regulatory Framework and the QAA Revised UK Quality Code for Higher Education.

The Academic Standards and Quality Enhancement Committee is responsible for securing an appropriate framework for regulations and quality assurance to ensure that the standards of awards made by the School under New Degree Awarding Powers (NDAPs), once granted, maintain their comparability and value over time.

Reports to	Academic Board.
Chair	Head of Academic Standards and Quality
Membership	Principal (ex-officio), Vice-Principal, Deans, Dean of Learning and Teaching, Head of Registry, Head of FE, Quality Manager, Quality Officers, Head of Admissions, Head of Student Lifecycle, Partnerships Manager, Course Leaders, Student Union representative
Quorum	50%.
Frequency	4 meetings per annum to coincide with Academic Board (usually 2 weeks prior)
External reference points	OfS Regulatory Framework for Higher Education in England The OfS Conditions of Registration including any Conditions specific to LSST or other reporting requirements UK (Revised) Quality Code for Higher Education and associated guidance Awarding Bodies' and Partner Institutions' Academic Regulations and Policies

Responsibilities

The Committee's primary responsibility is to determine the procedures which will assure the quality and standards of LSST's higher education provision, and to receive assurance that these have been carried out. The primary responsibilities of the Academic Standards and Quality Enhancement Committee are set out below:

Partnership Arrangements

1. To review and maintain the accuracy and currency of the LSST's responsibilities checklist for providers against our degree awarding partners' regulations.
2. To monitor the quality and standards of partnership activities and consider, review and audit reports from formal engagement with partners.
3. To receive external examiner nominations and recommend them to the Academic Board for approval, and to monitor External Examiner reports for partner courses and the responses prepared by LSST course leaders.

Academic Quality and Standards

4. To develop and review the LSST strategic quality framework and ensure it is consistently and effectively implemented.
5. To approve the annual Quality Management Cycle and Academic Calendar for receipt by Academic Board.
6. To receive and scrutinise the Degree Outcomes Statement and assurances on grade inflation.
7. To ensure the receipt, discussion, and monitoring of a range of relevant risk and performance indicators and key metrics, including statistical data on course performance, course and module reports and action plans from a quality and standards perspective.
8. To exercise regulatory oversight of complaints, academic appeals, academic misconduct, fitness to practise and Office of the Independent Adjudicator cases by scrutinising annual reports on each, assuring itself that these processes comply with the provider's regulatory obligations and sector good practice, identifying and acting on systemic themes and risks, and providing assurance to the Academic Board - without intervening in any individual case.
9. To receive and consider reports from external bodies and monitor any actions arising from these events; advise the Academic Board on responses where appropriate and ensure appropriate follow-up actions.
10. To approve an annual report to Academic Board to enable the assurance on the quality and standards of LSST awards.
11. To monitor and disseminate developments in the sector relating to regulations, quality, standards, and enhancement, in particular all guidance and requirements issued by the OfS and other regulators, overseeing action as appropriate.
12. To receive reports from the Further Education Committee on the quality and standards of LSST Further Education provision, including awarding body monitoring and Ofsted inspections.
13. To establish working groups as required to fulfil the Committee's role.

Degree Awarding Powers

14. Once New Degree Awarding Powers are granted, to monitor LSST's progress through the probationary period, assuring that the OfS criteria for degree awarding powers continue to be met.
15. To develop and recommend to the Academic Board appropriate processes for the approval, monitoring and review, reapproval and closure of courses leading to London School of Science and Technology awards, ensuring alignment with national frameworks.
16. To maintain oversight of the development and enhancement of the LSST provision and consider and approve amendments to courses and modules.
17. To oversee the development and review of the LSST academic regulations, curriculum, and awards framework and recommend their approval to Academic Board.
18. To consider and approve the recommendations from Course Approval processes and receive and monitor reports on the outcomes and action plans of course approvals, re-approvals, periodic reviews, and closures.
19. To ensure appropriate arrangements to maintain degree standards and their comparability including the framework for the appointment, induction, and review of external examiners.
20. To review the appropriate Professional, Statutory, and Regulatory Bodies accreditation of LSST awards.

Learning, Teaching and Curriculum Committee
Terms of Reference

The Committee holds delegated authority from the Academic Board for curriculum design, development and coherence, learning and teaching strategy, pedagogic enhancement, e-learning, blended and hybrid learning (synchronous and asynchronous), and the use of teaching-quality intelligence (including TEF and NSS outcomes) to improve the student learning experience across all provision.

Reports to	Academic Board.
Chair	Dean of Learning and Teaching
Membership	Course Leaders, Course Coordinators, Team Leaders, nominated staff members from the academic community, Student Union representatives
Quorum	50%.
Frequency	4 meetings per annum
External reference points	OfS Regulatory Framework for Higher Education in England UK (Revised) Quality Code for Higher Education and associated guidance

Responsibilities

The primary responsibilities of the Committee are set out below:

1. To oversee and review the learning, teaching and assessment strategy and curriculum framework.
2. To promote, review and oversee curriculum coherence, inclusive design, and constructive alignment across programmes.
3. To receive the outcomes from NSS, module evaluations, teaching observations and to drive enhancement actions.
4. To identify and share good practice in curriculum design, teaching, learning, and assessment.
5. To oversee, review and advise on the issues related to academic staff development in learning and teaching and all matters academic delivery related.
6. To horizon scan on policy and practice from the wider sector associated with effective learning, teaching, assessment, and curriculum.
7. To liaise with the Research, Scholarship and Knowledge Exchange Committee to ensure that learning, teaching, assessment, and the curriculum are informed by current research, scholarship and knowledge exchange, and that pedagogic research and scholarly practice contribute to enhancement of the student learning experience.
8. To report enhancement outcomes to the Academic Board and review its terms of reference, composition, and effectiveness.

Further Education Committee
Terms of Reference

The Further Education (FE) Committee has responsibility for oversight of strategic and student issues relating to FE and skills provision.

The Committee has working responsibility for the implementation and management of robust and effective structures and policies for the oversight and maintenance of academic standards, quality assurance, and enhancement of learning opportunities.

Reports to	Accountable to the Academic Board on FE academic quality and standards; the Strategic and Business Board receives reports for information on business and funding matters.
Chair	Head of FE
Membership	Head of Student Lifecycle, Partnerships Manager, Head of Academic Standards and Quality, Course Leaders, Senior Quality Officer (FE), Lead IVs, Registry Representative for FE, Designated Safeguarding Lead, Prevent Lead, Student Union representative, staff representatives from the FE academic community, Head of Careers, MIS Manager
Quorum	50%.
Frequency	4 meetings per annum
External reference points	Ofsted Education Inspection Framework Ofsted Guidance Inspecting Further Education and Skills Awarding Bodies Funding Agencies Department of Education

Responsibilities

The primary responsibilities of the Committee are set out below:

1. To act as a governance committee for all LSST provision subject to Ofsted Inspection.
2. To oversee strategic issues, data and funding, student support matters including provision for SEND, and the student experience for FE provision.
3. To oversee and receive regular reports on the above provision including student data (student outcomes, Assessment Board results, attendance, withdrawals), funding, teaching, and learning.
4. To receive the summary reports from Lesson and Peer Observations cross referencing with the Learning, Teaching and Curriculum Committee and organisational wide themes.
5. To receive External Quality Assurance reports reporting any issues to the ASQEC.
6. To review student satisfaction.
7. To review quality assurance arrangements for FE, reporting any issues to the ASQEC.
8. To receive and approve the Self-Assessment Report.
9. To receive from the Assessment Board FE results and to consider any policy implications therein related to FE provision.

10. To ensure compliance with external regulatory body audit and reporting requirements, by maintaining oversight of audit and reporting cycles, reviewing, and approving submissions to those bodies where required and confirming and overseeing appropriate actions and lines of responsibility and accountability to achieve this.
11. To provide copies of its minutes and an annual report to the Academic Board.

Student Success and Outcomes Committee
Terms of Reference

The Student Success and Outcomes Committee owns the institution's strategy for student success, achievement, and graduate outcomes. It holds delegated authority from the Academic Board to secure positive outcomes for all students across the lifecycle - access, continuation, progression, completion, attainment and progression to employment or further study - and to ensure that LSST continuously meets the Office for Students conditions of registration relating to student outcomes (B3) and the academic experience (B1, B2).

Reports to	Academic Board.
Chair	Vice Principal.
Membership	Principal (ex officio) Representative from Academic Standards and Quality, Representative from Registry, Dean of Learning and Teaching, Deans, Head of Student Lifecycle, Representative from Student Support, Mental Health and Welfare Officer, Disability and Learning Support Officer, Designated Safeguarding and Prevent Lead, Careers and Employability Manager, Academic Team Leads, Student Union nominee
Quorum	50% of voting members.
Frequency	4 meetings per annum.
External reference points	OfS Regulatory Framework for Higher Education in England; with due regard for the Public Interest Governance Principles UK (Revised) Quality Code for Higher Education and associated guidance Independent Higher Education (IHE) Code of Governance (2026 refresh, first published September 2021) OfS Access and Participation Plan requirements; Graduate Outcomes survey

Responsibilities

1. To monitor, evaluate and act on data and evidence across the student lifecycle - access, continuation, progression, completion, attainment, graduate outcomes, and alumni engagement - including oversight of the student experience and welfare at each stage, to reach decisions that demonstrably improve student experience, engagement, outcomes, wellbeing and success.
2. To oversee compliance with the OfS conditions of registration on student outcomes and quality (B1-B3), to assess performance against the OfS numerical thresholds, and to identify, escalate and remedy any risk of underperformance, including for specific student groups and modes of study.
3. To oversee the drafting, approval, monitoring and effective implementation of the LSST Access and Participation Plan, and to monitor progress against its targets and investment commitments.
4. To promote student employability, careers readiness and graduate attributes across all provision, and to monitor and report on the effectiveness of careers-related and work-integrated initiatives.
5. To advise the Learning, Teaching and Curriculum Committee on activity that enables LSST to perform strongly against the Teaching Excellence Framework (TEF) and to evidence the educational gains it delivers.
6. To receive the results from NSS, Graduate Outcomes and mid-term student experience surveys.

7. To oversee the drafting and annual updating of the LSST Degree Outcomes Statement, ensuring that degree classifications are explainable, reliable and free from grade inflation; to submit it to ASQEC for scrutiny related to quality and standards issues and onward recommendation to the Academic Board for approval; and to report to ASQEC on any standards or classification issues arising.
8. To review the process of student outcomes generation to ensure that LSST operates to that standard under its own awards/regulations or through an awarding partner.
9. To provide the Academic Board with appropriate recommendations from its work; to maintain ongoing oversight of student wellbeing and support provision across the lifecycle; and to provide an annual report on student experience, outcomes, wellbeing, and support, contributing the student-outcomes element of the institution's annual academic assurance.
10. To work collaboratively with the other committees of the Academic Board, and to review and recommend to the Academic Board changes to its own terms of reference, composition, and effectiveness at least annually.

Research, Scholarship and Knowledge Exchange Committee
Terms of Reference

The Committee holds delegated authority from the Academic Board for the development and assurance of a credible research, scholarship and knowledge-exchange environment, including research integrity and ethics. Its scope and scale should be proportionate to the degree-awarding powers being sought, in line with the Haldane principle of scholarly autonomy.

Where LSST is pursuing taught (rather than research) degree-awarding powers, the Committee's focus is scholarship that underpins teaching; its research-degree architecture should expand as research ambitions mature.

Reports to	Academic Board.
Chair	The Principal (interim)
Membership	Principal (ex-officio) Research-active staff, Representatives from the Deans, Research Ethics chair, student representatives
Quorum	50% of voting members.
Frequency	4 meetings per annum.
External reference points	OfS Regulatory Framework for Higher Education in England; with due regard for the Public Interest Governance Principles UK (Revised) Quality Code for Higher Education and associated guidance Independent Higher Education (IHE) Code of Governance (2026 refresh, first published September 2021) Concordat to Support Research Integrity; UKRI principles (Haldane)

Responsibilities

1. To oversee and review the research and scholarship strategy and to nurture the scholarship that underpins teaching and knowledge exchange activity.
2. To assure research integrity and oversee the research ethics process led by the Research Centre.
3. To uphold the Haldane principle, protecting scholarly autonomy and peer-led judgement.
4. To monitor research outputs, supervision capacity, and the research environment as it develops.
5. To liaise with the Learning, Teaching and Curriculum Committee to ensure research and scholarship inform curriculum design and research-informed teaching.
6. To advise the Academic Board on the dimensions of research activity across LSST.
7. To review and recommend to the Academic Board changes to its own terms of reference, composition, and effectiveness at least annually.

Admissions Committee
Terms of Reference

The Admissions Committee oversees the development and implementation of the LSST's policies and procedures in the areas of recruitment and admission of students.

Reports to	Academic Standards and Quality Enhancement Committee.
Chair	Head of Admissions.
Membership	Head of Academic Standards and Quality (ex officio) Admissions Officers, Dean of L&T, Course Leaders, Head of Registry
Quorum	50%.
Frequency	Bi-annually
External reference points	OfS Regulatory Framework for Higher Education in England UK (Revised) Quality Code for Higher Education: and CMA Higher Education: Consumer Law Advice for Providers

Responsibilities

The primary responsibilities of the Admissions Committee are set out below:

1. To oversee and monitor the delivery of the School Student Recruitment Strategy and progress against targets and Key Performance Indicators.
2. To review and monitor efficacy of entry requirements (for validated or DAPs programmes)
3. To develop, review and revise the LSST's recruitment strategies especially: Applications Processing; Publications; Widening participation and social inclusion; Entry Requirements.
4. To monitor success against targets set in the strategies set out above.
5. To ensure compliance with legislation and good practice (including CMA).
6. To monitor that public information related to marketing and admissions is clear, accessible, accurate, and up to date.
7. To establish and disseminate good practice in recruitment, admissions, and widening access activities.
8. To oversee and monitor the LSST's admissions policy.
9. To continue reviewing the effectiveness of the implementation of the Recognition of Prior Learning Policy.
10. To monitor the implementation and effectiveness of admissions policies, to ensure that practices remain fair, transparent, promote equality of opportunity and are consistently applied in relation to all the LSST provision.
11. To review the LSST's Admissions Policy and Procedures and to ensure that they continue to support the LSST's Vision, Mission, and Values.
12. To monitor application and conversion rates as the admission cycle progresses as well as the forecasted intake(s).

13. To report to the Student Success and Outcomes Committee any relevant admissions issues impacting LSST's Widening Participation and Access Strategy, ensuring it is aligned with the LSST's Strategy.
14. To analyse and review annual statistics regarding how many applicants have transitioned into fully enrolled students.
15. To receive and consider Annual Admissions Planning report.
16. To monitor and disseminate developments relating to enhancement of admissions.
17. To receive and review the minutes and any reports of its sub-committees.
18. To report to the Academic Standards and Quality Enhancement Committee and review its terms of reference, composition, and effectiveness.

Course Approval, Modification and Review Group
Terms of Reference

The Course Approval, Modification and Review Group has delegated responsibility to consider and recommend development proposals for the addition, withdrawal, and significant alteration of courses at LSST.

Reports to	Academic Standards and Quality Enhancement Committee.
Chair	Head of Academic Standards and Quality.
Membership	Representative from the Quality Office, Dean of Learning and Teaching, Course Leads, Registry representative, representative of Admissions, Student Union representative
Quorum	50%.
Frequency	As required
External reference points	OfS Regulatory framework for Higher Education in England UK (Revised) Quality Code for Higher Education QAA Frameworks for Higher Education Qualifications of UK Degree-awarding Bodies

Responsibilities

The primary responsibilities of the Course Approval, Modification and Review Group are set out below:

1. To oversee and consider academic development and enhancement of LSST provision and consider major amendments to taught courses of study.
2. To review all proposals for new developments and partnerships within LSST.
3. To ensure that proposals are underpinned by robust and appropriate market research and that they link clearly to the LSST Strategic Plan.
4. To receive at each meeting the report of agreed minor changes to LSST courses.
5. To maintain oversight of the schedule of periodic course reviews or revalidation of existing LSST courses.
6. To ensure that relevant staff development is in place to support awareness and understanding of the requirements of the QAA Frameworks for Higher Education Qualifications of UK Degree awarding Bodies and the Office for Students Regulatory Framework.
7. To review and ensure effectiveness of resources on programmes and recommend to LSST the need for additional resources appropriate to support academic standards and quality of learning and enhancement of teaching.
8. To report to the Academic Standards and Quality Enhancement Committee and review its terms of reference, composition, and effectiveness.

Course Committees
Terms of Reference

The Course Committees are responsible for monitoring and dealing with all issues associated with programme delivery. The purpose of Course Committees is to provide a forum for the discussion of all matters, which affect the operation of a course. It should keep under review the academic quality of the course and ensure that the course is delivered in accordance with the aims and objectives defined at validation. In doing so it should monitor:

Feedback from students, tutors, and the operational team; and

Statistics relating to pass rates, progression, retention.

Reports to	Student Success and Outcomes Committee.
Chair	Course Leader.
Membership	Module Leaders and tutors, Attendance Officer, Head of Student Lifecycle, Student Representatives, Awarding body Link Tutor
Quorum	50%.
Frequency	Semesterly
External reference points	OfS Regulatory framework for Higher Education in England UK (Revised) Quality Code for Higher Education

Responsibilities

The primary responsibilities of the Course Committees are set out below:

1. To discuss and advise on general course organisation, administration, and student attendance.
2. To review programme delivery, academic regulations, assessment, and examination methods for the course.
3. To review and identify actions on student performance and pass rates.
4. To monitor and evaluate the academic standards and effectiveness of the course and drawing up necessary action plans as a consequence.
5. To review resources required by the course and making recommendations to the Academic Board as appropriate.
6. To identify and propose to the Learning, Teaching and Curriculum Committee training needs to be provided by link tutors and other individuals from respective awarding body.
7. To collect feedback from students and tutors and to review module(s) term surveys in support of the preparation of Annual Programme Review reports as part of the LSST's Annual Monitoring Framework.
8. To receive reports on the operation of the course and ensuring that matters relating to the course's effectiveness and student satisfaction are followed up.
9. To act upon External Examiner Reports identified actions and recommendations.
10. To discuss and review programme specific student engagement and enhancement matters.
11. To monitor and disseminate developments relating to enhancement of students on academic programme.

12. To review and monitor placements.
13. To provide minutes for discussion at planning meetings.
14. To receive and review the minutes and any reports of its sub-committees.
15. To provide copies of its minutes and an annual report (if required) to the Student Success and Outcomes Committee.
16. To review its terms of reference, composition, and effectiveness.

Assessment Board (LSST Awards)
Terms of Reference

Assessment Board (LSST awards) is the provider-owned body that confirms assessment outcomes and LSST's own awards, recommends the conferment of LSST awards.

Reports to	Academic Board.
Chair	A senior independent academic / appointed by the Academic Board.
Membership	Deans, Course Leaders (for cohorts under review), Head of Registry, Senior Assessment Officer, external examiners (in attendance), Assistant Registrar
Quorum	50% of voting members, including external examiner attendance for award decisions.
Frequency	After each assessment marking period.
External reference points	OfS Regulatory Framework for Higher Education in England; with due regard for the Public Interest Governance Principles UK (Revised) Quality Code for Higher Education and associated guidance Independent Higher Education (IHE) Code of Governance (2026 refresh, first published September 2021) Awarding partners' assessment regulations (during transition)

Responsibilities

The primary responsibilities of the Assessment Board (LSST awards) are set out below:

1. To apply assessment and progression regulations consistently and fairly across all provision.
2. To confirm marks and progression decisions on the recommendation of Module Boards.
3. To recommend the conferment of LSST awards under degree-awarding powers.
4. To consider recommendations from the Mitigating Circumstances Panel.
5. To resolve borderline and anomalous outcomes and uphold the validity of classification decisions.
6. To work with external examiners and act on their advice.
7. To report assessment outcomes and any systemic issues to the Academic Board, and to review its terms of reference, composition, and effectiveness.

Internal Assessment Board (partner franchise provision)
Terms of Reference

Internal Assessment Boards (IABs) (partner provision) take place ahead of the formal Assessment/Examination boards where assessment of students' achievement against set learning objectives is ratified. The IAB is responsible for the quality control of internal assessment marking, prior to recommending the approval of assessment grades to external examiners and/or awarding body moderators.

The purpose of IAB is to:

Ensure that examinations and assessment procedures are carried out in accordance with LSST and awarding bodies' regulations, as well as any PSRB regulations that may be applicable;

Detect and resolve any anomalous patterns or inconsistencies in recommended assessment marks before they are given to external examiners and awarding bodies.

Note: Formal Assessment/Examination boards are led by the School's awarding body partners, who determine the terms of reference for these boards. These ToR's are kept separately under each partnership agreement and will vary between partnerships.

Reports to	Academic Board; and Formal Assessment/Exam Boards (Partner-led).
Chair	Head of Registry.
Membership	Senior Assessment Officer, Principal, Deans*, Course Leaders*, Assistant Registrar *Only Deans and Course Leaders whose students are under review need attend the IAB
Quorum	50%.
Frequency	Termly, after the end of the assessment marking period and no less than one week prior to a formal Assessment/Exam board
External reference points	OfS Regulatory Framework for Higher Education in England UK (Revised) Quality Code for Higher Education Award validating Partners' Assessment Regulations

Responsibilities

The primary responsibilities of the IAB are to:

1. To ensure that the rules and regulations relating to assessment and progression are applied consistently and in line with awarding bodies' published guidelines.
2. To review students' assessed achievement against set learning outcomes and formulate recommendations regarding students' academic status for the Formal Assessment/Exam Board.
3. To take a holistic view of internal grading to ensure a consistent approach across all subject areas.
4. To identify and undertake to resolve any inconsistency or anomalous instances or patterns within marking.
5. To resolve any instances of borderline pass/fail grades and oversee the validity of judgements of higher attainment (e.g., merits / distinction, etc.).
6. To receive and consider recommendations on mitigating circumstances from the Mitigating Circumstances Panel.

7. To detect any areas of underperformance in assessments and report these accordingly.
8. To make recommendations for the conferment of the approved awards for those students who have completed the course.
9. To periodically review its terms of reference, composition, and effectiveness.
10. To monitor and disseminate developments relating to enhancement of student assessment process.
11. To provide reports to the Academic Board.

Student Wellbeing Committee
Terms of Reference

The Student Wellbeing Committee takes an institutional overview of LSST's holistic support for students. It promotes student health and wellbeing, fosters a supportive and inclusive environment, oversees safeguarding and the Prevent duty, and ensures that academic, learning and disability support enable students to succeed. It identifies opportunities to enhance support across the student lifecycle so that students thrive both academically and personally, and it provides the Student Success and Outcomes Committee with assurance on any wellbeing or support matters that could affect student outcomes.

Reports to	Student Success and Outcomes Committee.
Chair	Head of Student Lifecycle.
Membership	Representatives from Deans, Campus Student Support Co-ordinators, Mental Health and Welfare Officer, Careers and Employability Manager, Employability & Careers Officer, Student Union representatives
Quorum	50%.
Frequency	4 meetings per annum
External reference points	OfS Regulatory Framework for Higher Education in England UK (Revised) Quality Code for Higher Education

Responsibilities

The primary responsibilities of the Student Wellbeing Committee are set out below.

Health, wellbeing, and inclusion

1. To monitor activities and data relating to student health and wellbeing, and to report to the Student Success and Outcomes Committee on any matters that could impede the delivery of student outcomes.
2. To promote a supportive, inclusive environment and to oversee the provision of mental-health and welfare support, ensuring it is accessible, equitable and effective across all campuses.

Safeguarding and Prevent

3. To maintain oversight of safeguarding at higher-education level and of the institution's arrangements for protecting students at risk.
4. To maintain oversight of the Prevent policy and the institution's discharge of the Prevent duty, including training and reporting.

Student support services

5. To foster collaboration and the sharing of good practice, ensure standardisation across campuses, and maximise the effectiveness and development of student-facing services.
6. To review and report on the performance, monitoring and evaluation of student-facing support services, ensuring their continuing fitness for purpose.

Disability and learning needs support

7. To monitor the provision of academic support and learning support, ensuring its continuing fitness for purpose and effectiveness.

8. To have oversight of disability support provision, ensuring its currency, fitness for purpose, and effectiveness in supporting equitable outcomes for students living with a disability.

Engagement, tutoring, and development

9. To monitor the Personal Academic Tutoring programme to ensure its ongoing effectiveness in supporting students.
10. To maintain oversight of student Personal Development Plans as a mechanism to underpin students' post-graduation success and career development.

Policy and assurance

11. To provide minutes and an annual report to the Student Success and Outcomes Committee.

Admissions Panel
Terms of Reference

The Admissions Panel reviews all applications to study at the School that require discretionary contributions from senior academics and those with particular expertise; it considers chiefly matters relating to applicants with special educational needs, safeguarding concerns, other cases which fall outside of the standard admissions procedure. The Admissions Panel additionally considers appealed decisions of refusal.

Reports to	Admissions Committee.
Chair	Head of Admissions.
Membership	The Panel's membership shall vary in accordance with the expertise required for cases under discussion. The Chair may additionally invite following to contribute as required Head of Registry and Student Support; Course Leader(s); Academic Interviewers, Finance Officer(s); Student Support Officers; the School's Legal Advisor; Senior Admissions Officer(s).
Quorum	50%.
Frequency	The panel will meet at least twice per semester and may be also convened by the Chair on an ad-hoc basis as required.
External reference points	OfS Regulatory Framework for Higher Education in England UK (Revised) Quality Code for Higher Education: Relevant UK legislation: The Equality Act (2010) The Data Protection Act 2018 Rehabilitation of Offenders Act 1974

Responsibilities

The primary responsibilities of the Admissions Panel are to:

1. Administer the School's admissions policy in respect of applicants with special educational needs, safeguarding concerns, other cases which fall outside of standard admissions procedure.
2. Ensure decisions of admissions falling outside the standard process are made with the benefit of appropriate expertise and sound judgement.
3. Consider applications for advanced standing with specific credit and direct entry to any stage other than Stage 1.
4. Consider applications with prior criminal convictions.
5. Promote fairness, consistency, and transparency in the LSST's recruitment and admissions practices.
6. Monitor compliance in relation to the Admissions Policy, relevant Programme, Quality Assurance statements and external Codes of Practice.
7. Receive and consider appeals against admissions decisions.
8. Provide copies of its minutes and an annual report (if required) to the Admissions Committee.
9. Periodically review its terms of reference, composition, and effectiveness.
10. To review Admissions complaints and appeals.

Re-Admissions Panel
Terms of Reference

The Re-Admissions Panel considers applications from students who have previously attended and may be able to apply for readmission to the LSST.

Reports to	Admissions Committee.
Chair	Senior Admissions Officer.
Membership	Admissions Officers, Registry Officer(s), Finance Officer(s), Student Support Officer(s)
Quorum	50%.
Frequency	As and when required.
External reference points	OfS Regulatory Framework for Higher Education in England UK (Revised) Quality Code for Higher Education: Award Validating Partners' Regulations and applicable validation / franchise agreements

Responsibilities

The primary responsibilities of the Re-Admissions Panel are set out below:

1. To consider returning students case by case depending on each individual circumstances. Evidence from the student may be requested depending on the circumstances.
2. To promote fairness, consistency, and transparency in the LSST's admissions practices.
3. To monitor the quality of students that are re-admitted (if any) at the LSST.
4. To receive and review the minutes and any reports of its sub-committees.
5. To provide copies of its minutes and an annual report (if required) to the Admissions Committee.

Student Attendance and Academic Performance Panel
Terms of Reference

The Student Attendance and Academic Performance Panel reviews students whose academic status is considered 'at risk' owing to poor attendance and/or punctuality; the Panel is charged with making recommendations to the Principal, on a case-by-case basis, regarding 'at risk' students' continuance or withdrawal.

Reports to	Student Success and Outcomes Committee.
Chair	Head of Registry
Membership	Deans, Assistant Registrar, Student Support Co-ordinators, Student Support Manager, Vice Principal, Assessment/Examinations Officer, Head of Student Lifecycle, Academic Leads, Student Finance, Attendance Officer *Only the Course Leaders of students under review by Panel will be required to attend.
Quorum	50%.
Frequency	Monthly or as required.
External reference points	OfS Regulatory Framework for Higher Education in England; UK (Revised) Quality Code for Higher Education

Responsibilities

The primary responsibilities of the Student Attendance Panel are as follows:

1. To uphold the School's Attendance Monitoring Policy and ensure a consistent approach to reporting and addressing student attendance concerns.
2. To make decisions regarding the academic status and continuance of student who are persistently absent or habitually unpunctual.
3. To approve the list of students to be classified as 'At Risk of Withdrawal' and, of which, those to be issued Amber or Red attendance warnings.
4. To approve the list of students to be classified as 'Suspended' in advance of impending withdrawal and to authorise the suspension of any maintenance payments of which they are in receipt.
5. To receive and consider communication and evidence from students 'Suspended' in advance of impending withdrawal.
6. To set any conditions of continuation to be applied where students whose evidence/engagement following suspension has overridden a provisional decision to withdraw them for non-attendance or poor punctuality.
7. To authorise the withdrawal of students who have no reasonable chance of successfully completing their programme.
8. To confirm with the registry department the outcome of the panel and communication required to be made with students, either issuing warnings, actioning student suspensions, and/or withdrawals.
9. To provide copies of its minutes following every monthly panel and an annual report (if required) to the Student Success and Outcomes Committee and the Principal.

10. To periodically review its terms of reference, composition, and effectiveness.

The Panel shall maintain an efficient and systematic way of working and may make decisions concerning individual cases or specify actions affecting wider groups of students as it deems necessary or most practical.

Mitigating Circumstances Panel
Terms of Reference

The Mitigating Circumstances Panel considers applications for mitigating circumstances claims thus assisting the LSST in meeting its obligation to ensure that matters affecting student performance are considered fairly, consistently, and equitably.

Decisions affecting marks, progression or award are given effect through the LSST Assessment Board (LSST awards) or the Internal Assessment Board (partner provision), subject to the relevant partner agreement.

The mitigating circumstances process and its regulatory oversight fall within the remit of ASQEC under delegated authority from the Academic Board.

Reports on mitigating circumstances volumes and themes, and the efficacy of the regulations are provided to ASQEC to inform oversight of academic standards.

Reports to	Assessment Board (LSST awards) or the Internal Assessment Board (partner provision).
Chair	Assistant Registrar.
Membership	Course Leaders, Head of Student Support, Head of Registry, Attendance Officer
Quorum	50%.
Frequency	Termly, or as required.
External reference points	OfS Regulatory Framework for Higher Education in England; UK (Revised) Quality Code for Higher Education

Responsibilities

The primary responsibilities of the Mitigating Circumstances Panel are set out below.

1. To make objective, impartial decisions about the validity of mitigating circumstances claims submitted by students in the programme.
2. To determine the most appropriate course of action for the circumstances in hand.
3. To ensure that all claims are supported by appropriate evidence.
4. To ensure that mitigation is only applied to the affected module(s).
5. To ensure that mitigation is only applied once for each assessment.
6. To ensure that mitigating circumstances claims are processed in a timely manner.
7. To ensure that mitigating circumstances claims remain confidential to the Panel.
8. To submit its decisions on mitigating circumstances claims to the Assessment Board (LSST awards) or the Internal Assessment Board (partner provision), which holds oversight and approval of any outcome that directly affects a student's assessment, marks, progression, or award.
9. To report annually to the Academic Standards and Quality Enhancement Committee on the profile of cases received and on the efficacy of the mitigating circumstances regulations, making recommendations for improvement where appropriate - without re-opening individual cases.
10. To receive and review the minutes and any reports of its sub-committees.

11. To provide copies of its minutes and an annual report (if required) to the Assessment Board (LSST awards) or the Internal Assessment Board (partner provision).
12. To review its terms of reference, composition, and effectiveness.

Appeals Panel
Terms of Reference

The Appeals Panel has been established to consider formal appeals received by the Registry.

Where an appeal concerns partner-validated provision, it is considered under the relevant partner's appeals regulations and referred to the partner where those regulations so require.

For students on LSST-validated awards, appeals are determined under LSST's Academic Regulations.

Reports on appeal volumes, outcomes and themes are provided to ASQEC to identify and act on any systemic issues in assessment and academic decision-making.

Reports to	Assessment Board (LSST awards) or the Internal Assessment Board (partner provision) and Academic Standards and Quality Enhancement Committee.
Chair	Assistant Registrar.
Membership	Head of Registry, Course Leader (elected on rotation), Examination Officers, Head of Student Support, Attendance Officer, and other staff members on request subject to the nature of appeals.
Quorum	50%.
Frequency	Termly, or as required.
External reference points	OfS Regulatory Framework for Higher Education in England; UK (Revised) Quality Code for Higher Education Office of the Independent Adjudicator (OIA) Good Practice Framework

Responsibilities

The primary responsibilities of the Appeals Panel are set out below:

1. To review appeals in conjunction with relevant colleagues and decide whether individual claims should be accepted.
2. To establish that the evidence is valid, i.e. authentic, and appropriate and that it has been submitted by the required date.
3. To make decisions on individual cases.
4. To inform the student in writing of its decision together with brief reasons for its decision.
5. To make recommendations for improvements to the effectiveness and efficiency of the procedure.
6. To update Registry records and update relevant parties accordingly.
7. To receive and review the minutes and any reports of its sub-committees.
8. To report annually to the Academic Standards and Quality Enhancement Committee on the profile of cases received and on the efficacy of the academic appeals regulations, making recommendations for improvement where appropriate - without re-opening individual cases.
9. To provide copies of its minutes to the Assessment Board (LSST awards) or the Internal Assessment Board (partner provision), and a copy of its annual report to the Student Success and Outcomes Committee to inform oversight of the student experience.

Student Complaints Panel
Terms of Reference

The Student Complaints Panel considers complaints that have reached stage three, which is the final stage of complaints procedure.

Where a student complaint is relevant to the partner-validated provision, the complaint may be referred to the relevant partner.

For students on LSST-validated awards, complaints are determined under LSST's Academic Regulations.

The complaints process and its regulatory oversight fall within the remit of ASQEC under delegated authority from the Academic Board.

Reports on complaint volumes and themes are provided annually to ASQEC, to support its regulatory oversight, and to the Student Success and Outcomes Committee to inform its oversight of the student experience.

Reports to	Student Success and Outcomes Committee.
Chair	Head of Registry.
Membership	Assistant Registrar, allocated investigating officer and other members on request according to the nature of complaint
Quorum	50%.
Frequency	Termly, or as required.
External reference points	OfS Regulatory Framework for Higher Education in England UK (Revised) Quality Code for Higher Education Office of the Independent Adjudicator (OIA) Good Practice Framework

Responsibilities

The primary responsibilities of the Student Complaints Panel are set out below:

1. To consider each complaint on its own merits in the light of documentation received.
2. To ensure that the complainant(s) involved is on an equal footing procedurally and able to participate fully in the proceedings.
3. To ensure that no student is disadvantaged because of making a complaint.
4. To receive and review the minutes and any reports of its sub-committees.
5. To report annually to the Student Success and Outcomes Committee on the volume, themes, and outcomes of student complaints, to inform oversight of the student experience - without re-opening individual cases.
6. To review its terms of reference, composition, and effectiveness.

BNU In Year Retrieval Attempt Panel
Terms of Reference

The IYRA panel has two components:

To decide which assessments are eligible for in-year retrieval at the beginning of every semester.

To meet after each marking deadline for assessments held during the first semester (for level 3 and 4 students) to decide which students are eligible for the IYRA.

Reports to	Internal Assessment Board (partner provision).
Chair	Exams Coordinator.
Membership	BNU Exams Officer, Exams Coordinator, Course Leaders, Registry Assistant
Quorum	50%.
Frequency	Following every L3 and L4 BNU marking deadline
External reference points	OfS Regulatory Framework for Higher Education in England UK (Revised) Quality Code for Higher Education Office of the Independent Adjudicator (OIA) Good Practice Framework

Responsibilities

The primary responsibilities of the BNU In Year Retrieval Attempt Panel are set out below:

1. To uphold the Academic Assessment Regulations (Awarding Body – BNU) Policy and ensure a consistent approach and fair application of the IYRA scheme.
2. To determine students who may benefit from IYRA following the publishing of feedback and grading of submissions.
3. To approve the list of students who are to be contacted regarding their eligibility to submit under the IYRA scheme.
4. To periodically review the implementation of IYRA at LSST is in line with BNU Policies and Procedures.

Academic Misconduct Panel
Terms of Reference

The purpose of the Academic Misconduct Panel is to examine allegations of academic misconduct following a procedure that satisfies the accepted standards of fairness, by applying regulations/policies to the facts, as presented by evidence.

Penalties that affect a student's marks; progression or award are approved through the Assessment Board (LSST awards) or the Internal Assessment Board (partner provision).

The academic misconduct process and its regulatory oversight fall within the remit of the Academic Standards and Quality Enhancement Committee (ASQEC) under delegated authority from the Academic Board.

Reports on academic misconduct volumes and themes are provided annually to ASQEC, to support its regulatory oversight, and to the Student Success and Outcomes Committee to support its oversight of the student experience.

Reports to	Assessment Board (LSST awards) or the Internal Assessment Board (partner provision).
Chair	Head of Registry.
Membership	Senior Assessments Officer, Course Leader, relevant Module Leader and other staff members (if required)
Quorum	50%.
Frequency	Termly, or as required.
External reference points	OfS Regulatory Framework for Higher Education in England UK (Revised) Quality Code for Higher Education

Responsibilities

The primary responsibilities of the Academic Misconduct Panel are set out below:

1. To assess the evidence available and decide based on that assessment.
2. To ensure that the hearing process is fair and transparent.
3. To review the process taken in the identification, investigation and awarding of the penalty.
4. To review the record of penalties applied to ensure the penalty applied is consistent; for partner awards refer to university according to agreed processes.
5. To provide copies of its minutes and an annual report (if required) to the Assessment Board (LSST awards) or the Internal Assessment Board (partner provision).

Course Leader Operational Group (CLOG)
Terms of Reference

The Course Leader Operational Group for Buckinghamshire New University's courses shall take all reasonable and practicable steps to lead, promote, and maintain an effective, high quality and engaging programme of study for every student at all stages of the student lifecycle in their respective courses. The Group will work with colleagues, students, and other stakeholders of the School to facilitate co-operation and collaboration in devising, developing, and promoting practices and initiatives to improve programmes.

The Group will report directly to the Dean of Learning and Teaching. In the governance structure, it will report to Academic Standards and Quality Enhancement Committee.

Reports to	Academic Standards and Quality Enhancement Committee.
Chair	Course Leaders.
Membership	Team Leaders, Course Coordinators, Admissions Leads, Quality representatives, PAT Coordinators, Data Teams
Quorum	50%.
Frequency	2 meetings in a term.
External reference points	OfS Regulatory Framework for Higher Education in England; with due regard for the Public Interest Governance Principles

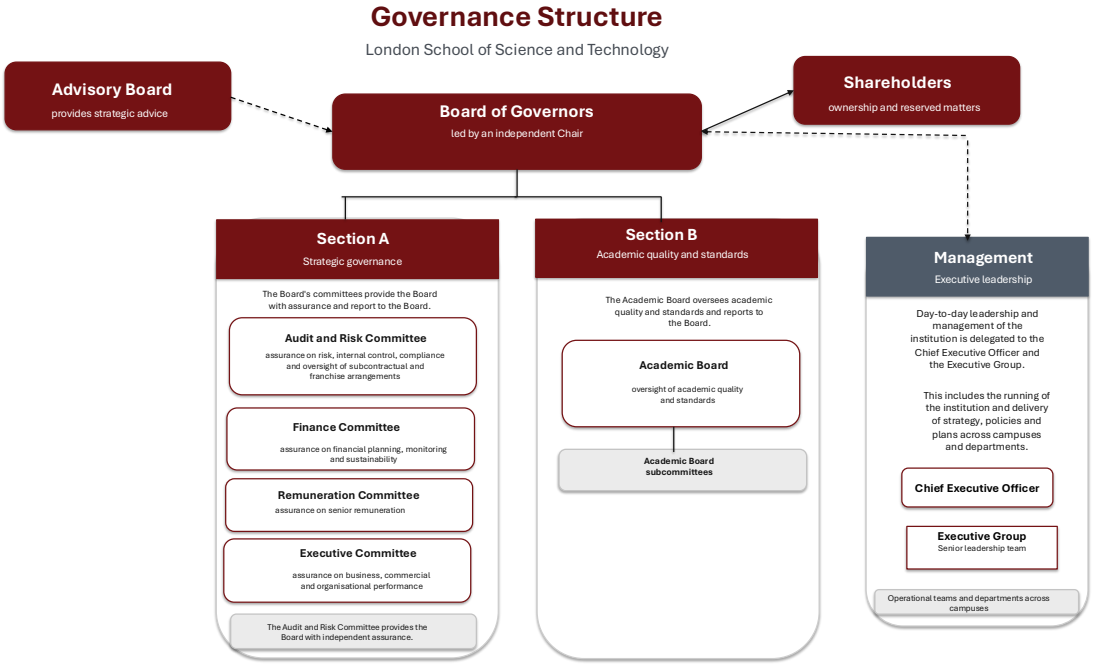
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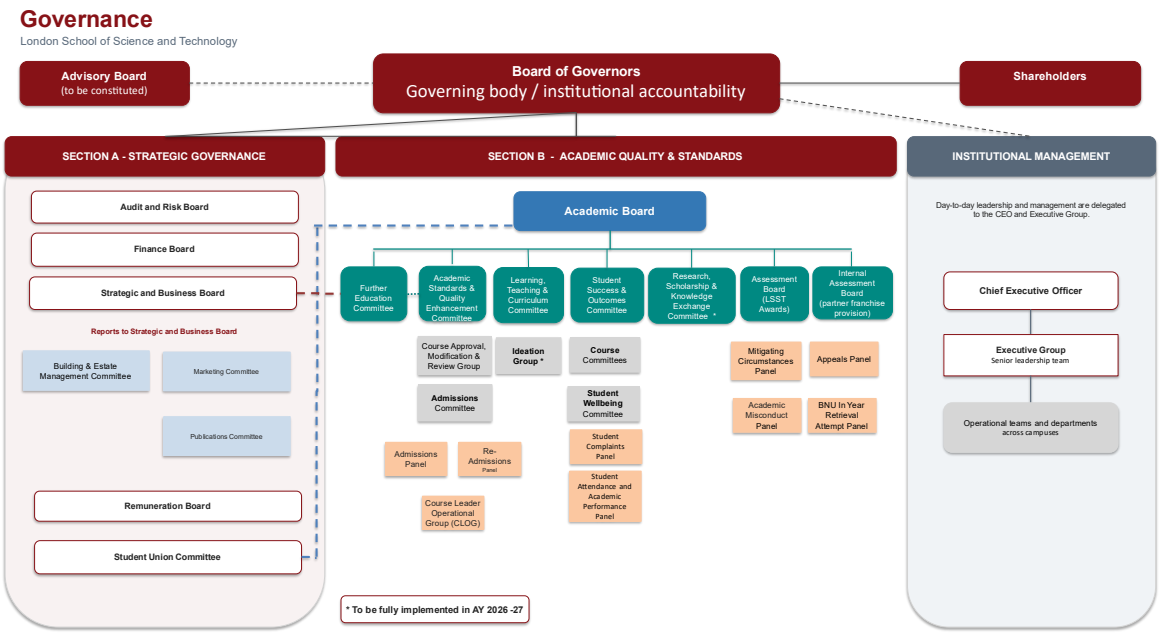
The primary responsibilities of the Course Leaders' Operational Group are set out below:

1. To promote the development of systems, practices and approaches to teaching and learning in the School, to ensure that the requirements of regulatory and professional bodies are met for each course.
2. To develop, promote, and monitor events, projects and activities aimed at increasing applications, enrolments, attendance, retention, progression, and successful outcomes for all students.
3. To own (where appropriate), monitor and review any actions and recommendations identified by the Group or other stakeholders to improve areas of course in the School (including, but not limited to actions and recommendations arising from Access and Participation plans, Course Committee meetings, Deep Dive reports, OfS recommendations, TEF outcomes and plans, NSS action plans, Engagement and Retention processes, minimum pass rates and programme quality improvement processes).
4. To support other School teams, groups and departments (where appropriate) with feedback, recommendations, actions and/or monitoring of programme-related projects, activities, and outcomes.
5. To monitor External Examiner coverage, ongoing relationships and ensuring feedback from external examiners is addressed and responded to.
6. To report issues that cannot be resolved at School level to the Learning, Teaching and Curriculum Committee and Academic Standards and Quality Enhancement Committee.

Appendices

Appendix 1 - Governance Structure





Operational / Casework Panels – supporting institutional operations outside the core governance lines
Bodies that apply the regulations to individual student cases (Appeals, Complaints, Academic Misconduct, Mitigating Circumstances, Attendance and Academic Performance, Admissions and Re-Admissions Panels). They exercise delegated authority over individual decisions only; they report patterns and themes upward for assurance, not individual cases.

Appendix 2 - Companion Documents

The following are maintained as companion documents to this Handbook and are read alongside it:

- The Governance Calendar 2026 - 27.
- The Schedule of Business 2026 - 27.
- The style guide.
- The governing instruments: the Articles of Association, the Regulations of the Board of Governors, the Scheme of Delegation and the Board Code of Conduct.

Appendix 3 - Academic Governance in UK Higher Education

Academic Governance in UK Higher Education

Below is an assessment and sector aligned guide to academic governance for LSST in UK higher education, drawing on the Committee of University Chairs (CUC) Higher Education Code of Governance, Office for Students (OfS) regulatory requirements, The IHE code of governance which LSST primarily aligns to and the UK Quality Code for Higher Education. It also references established good practice commentary from Advance HE and the Good Governance Institute. It is written as a practical reference that can be used by governors, academic leaders, clerks, and senior staff.

1. What is academic governance?

Academic governance refers to the systems, structures, and processes through which a higher education provider assures and oversees:

- academic standards;
- the quality of learning, teaching, research, and assessment;
- the integrity and value of its qualifications, and the overall quality of the student experience and their academic outcomes

It is a defining feature of UK higher education governance and sits alongside (but distinct from) corporate and financial governance. Effective academic governance ensures that an institution's academic mission is protected while remaining accountable to students, regulators, and the public interest.

2. Purpose of academic governance

The core purposes of academic governance in the UK are to:

2.1 Safeguard Academic Standards

Providers retain ultimate responsibility for the academic standards of awards made in their name, irrespective of delivery model or partnerships, as articulated in the UK Quality Code.

2.2 Assure and Enhance Quality

Academic governance enables structured oversight of quality assurance and enhancement processes, ensuring continuous improvement of the student learning experience rather than mere regulatory compliance.

2.3 Protect Academic Integrity and Autonomy

The Academic Board and its committees act as custodians of scholarly standards and disciplinary integrity, providing a counterbalance to managerial or financial pressures.

2.4 Provide Assurance to Governing Bodies

Governing bodies must actively seek and receive assurance that academic governance is robust and effective, in line with the IHE code of governance and OfS conditions of registration that academic freedom and freedom of speech are protected across the institution; and that this assurance provides the evidence base for effective and timely decision-making at all levels of governance.

3. The regulatory and sector framework

Academic governance in England is shaped by overlapping regulatory and sector led frameworks:

- Office for Students (OfS) – requires providers to maintain adequate and effective management and governance arrangements (Condition E2).

- Committee of University Chairs (CUC) Higher Education Code of Governance – sets values and key elements of effective governance on an “apply or explain” basis. The CUC Code's most recent revision introduces five changes of particular relevance to LSST: a standalone governance culture requirement, treating behaviour and culture as core disciplines and requiring a published Code of Conduct with clear non-compliance mechanisms; formalisation of key roles, with explicit role profiles for the Chair, the Executive, and a Senior Independent Board Member (SIBM); a secretary priority requirement, under which the Provider Secretary's reporting line to the board must supersede any executive reporting line; an active assurance requirement, under which boards must secure active, triangulated assurance over academic quality and risk rather than relying on passive reporting; and a subsidiarity principle, clarifying that boards must obtain assurance through academic governance structures rather than acting in their place.
- UK Quality Code for Higher Education (QAA) – provides sector agreed principles and key practices for standards and quality.
- IHE code of governance - To ensure that our decision-making processes are ethical, inclusive, and fully compliant with the principles and guidelines set out by the IHE. The mapping is set out in the Regulations of the Board of Governors.

Together, these create a principle based, proportionate system, recognising the autonomy and diversity of UK providers.

4. Core principles of effective academic governance

Drawing across the CUC Code, IHE Code, Quality Code, and sector commentary, best practice academic governance is underpinned by the following principles:

4.1 Clarity of Authority and Accountability
Roles and responsibilities of the Board of Governors, Academic Board, and the executive must be clearly delineated in governing documents to avoid duplication or gaps in oversight.

4.2 Academic Leadership and Independence
Academic decisions on standards, curricula, and assessment should be led by academically credible bodies, operating free from inappropriate external or executive influence.

4.3 Proportionality and Fitness for Purpose
Governance structures should reflect institutional size, mission, risk, and complexity, consistent with OfS expectations and the IHE Code.

4.4 Transparency and Evidence Based Decision Making
Decisions should be informed by credible data, external referencing, and documented evaluation processes, aligning with Quality Code key practices.

4.5 Student Partnership
Students are active partners in academic governance, not merely consultees, contributing meaningfully to decision making and assurance processes.

5. The UK academic governance architecture to which LSST aligns

5.1 The Tripartite Model

Most UK HE organisations operate a tripartite governance model:

- Governing body (the Board of Governors) – ultimate institutional accountability
- Academic authority (Academic Board) – academic governance
- Executive – operational governance

Effective governance depends on how these bodies interact, not merely their existence.

Management is led by the Executive Group and encompasses the day-to-day planning, delivery, and oversight of the institution's operations. The governance and management structures ensure that there are checks and balances built into a system so that no single party or individual has complete primacy in decision making.

5.2 Academic Board

Typically, responsible for:

- academic strategy (within institutional framework)
- academic standards and regulations
- quality assurance and enhancement
- The overall student experience
- admission, progression, assessment and awards
- research scholarship, delivery and curriculum

These powers are usually enshrined in statutes or articles of government, the schedule of delegation allowing the reinforcing of their formal authority.

5.3 Committees and Delegation

Sub-committees (e.g. learning and teaching, student success, research, quality assurance) support Academic Board through delegated authority, with clear reporting lines and regular assurance cycles.

6. Academic governance and the governing body

6.1 The Board's Academic Assurance Role

While not involved in academic decision-making, governing bodies must be confident that:

- standards are secure
- quality processes are effective
- risks to academic reputation are understood and managed

This is a core expectation of both the CUC, IHE Codes and OfS regulations.

6.2 Good Practice in Assurance

Sector best practice includes:

- regular academic assurance reports from the Academic Board.
- Externality and lay member engagement in academic reviews or validations
- periodic deep dives into academic risk areas (e.g. recruitment growth, partnerships, assessment integrity).

7. Elements of sector-recognised best practice

7.1 Strong Academic-Corporate Interfaces

Clear, respectful relationships between Academic Board chairs, committee chairs, clerks, and executive leaders are critical to effective governance.

7.2 Periodic Effectiveness Review

Regular reviews of academic governance structures and Academic Board effectiveness support continuous improvement and regulatory confidence.

7.3 External Reference and Expertise

Use of external examiners, reviewers, and professional accreditation bodies strengthens assurance and credibility, as emphasised in the Quality Code.

7.4 Culture of Enhancement

High-performing providers treat governance as a learning system, embedding reflection, evaluation, and enhancement rather than relying on compliance alone.

8. Contemporary challenges and sector direction

Recent sector commentary highlights:

- growing pressure for Academic Boards to become smaller, more strategic and more assurance-focused
- the need to rebalance academic voice within increasingly executive-driven institutions
- heightened regulatory scrutiny of academic outcomes, progression, and value for money

These trends reinforce the importance of robust, credible academic governance as central to institutional sustainability. LSST has strengthened its academic governance arrangements to ensure that Academic Board operates as a strategic academic authority, providing independent oversight and assurance on academic quality, standards, and the student academic experience.

9. Alignment to the Haldane principle for research and scholarship

The Haldane principle asserts that decisions about research funding and priorities should be made by the academic community, rather than by government or executive bodies. In the context of academic governance, alignment to this principle ensures that the intellectual autonomy of researchers and scholars is preserved and that decisions are guided by expert judgement, peer review, and scholarly merit. By embedding the Haldane principle, institutions foster an environment where research and scholarship are driven by academic excellence and innovation, supporting both institutional credibility and sector-wide advancement. LSST subscribes to this.

10. Alignment to the Nolan principles

LSST also recognises and aligns its governance practices with the Nolan Principles of Public Life - selflessness, integrity, objectivity, accountability, openness, honesty, and leadership. These values underpin decision-making processes and shape the ethical culture across all levels of the institution, ensuring transparency, trust, and a steadfast commitment to the public good. These principles are embedded into the values and working of LSST governance. LSST is also committed to the principle of students as partners in governance. Students contribute meaningfully to the shaping, monitoring and enhancement of academic quality and the wider student experience through representation on governance and academic committees, and through structured engagement mechanisms that ensure the student voice informs decision-making at every level.

11. Conclusion

Academic governance is not an internal technicality; it is a core public interest function of UK higher education. At its best, it:

- preserves academic integrity

- assures quality and standards
- enables institutional agility
- supports trust among students, regulators, and society

Providers that invest in clear principles, strong structures, and mature relationships between governing bodies, the Academic Board, and executives are best placed to navigate the increasingly complex UK HE landscape.

At LSST, these governance arrangements are underpinned by a commitment to Equality, Diversity, Inclusion, Welfare, Acceptance and Belonging (EDIWAB). EDIWAB is embedded across the governance framework rather than treated as a standalone agenda. The Governing Body provides strategic oversight and assurance that institutional commitments are being met, the Academic Board considers the academic implications for student access, success and outcomes, and the Executive is responsible for implementation, monitoring, and continuous improvement.