London Science and Technology

Learning, Teaching, and Assessment Staff Handbook: 2025 – 2028

A Practical Guide to Implementation

Approved by Academic Board: 20.11.2025

Approved by Board of Governors: 20.10.2026

Next Review Date: September 2027

Owner: Academic Board

INTRODUCTION

Purpose of This Handbook

This Handbook offers operational guidance for academic and professional services staff on implementing the Learning, Teaching and Assessment Strategy 2025-2028. While the Strategy outlines our institutional commitments and principles, this Handbook translates those principles into practical advice for day-to-day implementation, explaining not only what we do but also why we do it and how it benefits our students and institution.

Rather than duplicating formal policies and regulations, this Handbook focuses on:

- The rationale behind our approaches - why we work in particular ways.
- Good practice guidance - what excellence looks like in practice.
- Practical implementation advice - how to apply policies effectively.
- Support and resources - where to find help when you need it.

For detailed procedural requirements, please consult the relevant policies and regulations listed in Section 8.

Who Should Use This Handbook

This Handbook is designed for:

- Course Leaders and Module Leaders.
- Teaching staff (lecturers, tutors, assessors).
- Campus Deans and academic line managers.
- Professional services staff supporting learning and teaching.
- New staff joining LSST.
- Experienced staff seeking guidance on best practices.
- Induction for External Examiners

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How to Use This Handbook

This Handbook is structured to support your role and answer practical questions:

- Use the Contents to navigate to relevant sections.
- Refer to specific sections when planning teaching, designing assessments, or addressing challenges.
- Consult linked policies and regulations for detailed formal requirements.
- Contact the Dean of Learning and Teaching or the Quality Office for clarification.

Understanding Our Framework

LSST's approach to learning, teaching and assessment operates within a clear hierarchical framework:

Strategy → Sets out the 'what' and 'why' - our educational philosophy, strategic commitments, and institutional vision for the student experience. The Strategy articulates our values and aspirations.

Policies and Regulations → Define the prescribed and formal 'how' - the requirements, procedures and compliance frameworks that ensure consistency, protect students, and maintain academic standards. These are the rules we must follow.

This Handbook → Guides the 'how' in practice - practical advice for implementing policies effectively, the rationale behind our approaches and good practice that brings our Strategy to life in your daily work.

This Handbook assumes familiarity with the Strategy. If you have not read the Strategy, please do so first to understand the principles underpinning the operational guidance provided here.

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SECTION 1: ROLES AND SHARED ACCOUNTABILITY

Implementing the Learning, Teaching and Assessment Strategy successfully depends on shared responsibility across the institution. Quality education is not the work of individuals alone, but emerges from coordinated effort across academic leadership, teaching delivery, student support, and professional services.

Institutional Accountability

LSST's organisational structure ensures clear lines of accountability for learning, teaching, and assessment quality. Responsibility flows through interconnected roles and functions:

Academic Leadership - Course Leaders, Module Leaders and Campus Deans provide academic direction, maintain standards, and drive continuous improvement within programmes.

Teaching Delivery - All teaching staff deliver high-quality, inclusive learning experiences that enable student success and align with our institutional Strategy.

Student Support - Personal Academic Tutors, Student Services and academic support functions work together to ensure every student receives the guidance they need to thrive.

Professional Services, including the Quality Office, Academic Registry, Library, IT Services and other teams, provide essential infrastructure and support that enable effective teaching and learning.

Quality Assurance and Enhancement - Course committees, annual monitoring, external examining, and evaluation processes ensure we maintain standards and continuously improve.

This section provides an overview of key roles and how they interconnect. For detailed role descriptions and specific responsibilities, please refer to Appendix A.

Key Academic Leadership Roles

Course Leaders

Course Leaders are the academic leaders of their programmes, responsible for strategic direction, quality assurance, and the overall student experience. They ensure curriculum coherence, coordinate the teaching team, and drive continuous enhancement. Course Leaders work closely with Module Leaders, Campus Deans, and external stakeholders to maintain programme standards and respond to feedback.

Course leadership ensures programmes remain current, coherent, and competitive. By maintaining oversight of the entire student journey, Course Leaders identify opportunities for enhancement and ensure consistent quality across all modules and campuses.

Module Leaders

Module Leaders are responsible for the design, delivery, and quality of individual modules. They coordinate teaching teams; ensure assessment briefs are robust and respond to student

feedback. Module Leaders report to Course Leaders and work within the programme framework to deliver high-quality learning experiences.

Modules are the building blocks of programmes. Effective module leadership ensures students experience well-designed, engaging learning that develops their knowledge and skills progressively.

Campus Deans

Campus Deans oversee academic delivery and student experience at their campus location. They manage campus-based staff, ensure programmes meet institutional standards and foster a positive learning community. Campus Deans balance consistency across LSST with responsiveness to local campus contexts.

Campus Deans ensure every student receives a high-quality LSST experience regardless of location, while recognising that different campuses may have distinct student profiles and local needs.

Teaching Staff

All teaching staff - lecturers, tutors, assessors and learning support staff - play a vital role in bringing the Strategy to life. You are the primary point of contact for students, and your practice directly shapes their learning experience. Your responsibilities span teaching delivery, assessment, student support, professional development, and quality enhancement.

Students remember great teaching. Your expertise, enthusiasm and care for student learning make the difference between a satisfactory education and a transformative one. By implementing inclusive practice and engaging pedagogy, you enable student success.

Professional Services Support

Professional services teams provide essential support for teaching and learning. The Quality Office maintains standards and coordinates quality processes. Academic Registry manages student records, assessment boards, and timetabling. Library Services provide resources and information literacy support. IT Services maintain the VLE and technical infrastructure. Student Services coordinate wellbeing, disability support, and academic tutoring. Each function interconnects to enable effective teaching and a positive student experience.

Quality teaching depends on effective systems, resources, and student support. Professional services ensure that the infrastructure works smoothly, allowing academic staff to focus on teaching and students to focus on learning.

For detailed responsibilities of each role, including key performance areas, reporting lines and support available, please see Appendix A: Detailed Role Descriptions.

SECTION 2: PLANNING AND DELIVERING EXCELLENT TEACHING

Effective teaching begins with thoughtful planning. This section provides guidance on designing and delivering teaching that engages students, supports their learning, and aligns with institutional standards and expectations. Rather than prescribing rigid methods, we focus on principles of good practice and the rationale behind our expectations.

Why We Design Modules Systematically

Our Academic Framework governs module design, and sets clear requirements for learning outcomes, assessment, and documentation. These requirements exist for important reasons: they ensure consistency across programmes, fairness to students, alignment with national benchmark standards and clarity about what students will achieve.

Well-designed modules have clear learning outcomes that are aligned with FHEQ descriptors, measurable through assessment and communicated transparently to students. When students understand what they are expected to learn and how they will be assessed, they can direct their efforts effectively and take ownership of their learning.

Learning Outcomes: The Foundation of Module Design

Learning outcomes articulate what students will be able to do by the end of the module. They must be written at the appropriate academic level, using external benchmarks, use active verbs that describe observable actions and cover knowledge, skills, and attributes. Learning outcomes drive assessment design - you assess students on what you have taught them and what they were meant to achieve.

Why this matters: Clear learning outcomes provide direction for teaching, transparency for students and a basis for assessment. They ensure curriculum coherence and enable students to understand their progression through the programme.

For technical guidance on writing learning outcomes, consult the Programme and Module Specification templates in the Quality Handbook. For pedagogical support, contact the Dean of Learning and Teaching.

LSST Graduate Attributes

LSST graduates acquire skills and personal qualities that prepare them for successful careers and lifelong learning. These capabilities are formally articulated through our LSST Graduate Attributes framework, which goes beyond subject-specific knowledge to define the broader personal and professional qualities achieved through successful attainment of course learning outcomes.

The Graduate Attributes extend beyond subject-specific knowledge to encompass the broader personal and professional qualities achieved through successful attainment of course learning outcomes. They draw from QAA Subject Benchmark Statements to define the comprehensive knowledge, skills, and understandings that LSST students develop through their studies.

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

- Subject experts - Knowledgeable about the subject studied, up to date with the latest developments in the field, and able to participate in current discourse and debates in the relevant field. Capable of applying these theories and practices in various professional environments and problem-solving situations.

- Emotionally, culturally, and socially intelligent people - Demonstrating emotional, cultural, and social awareness by valuing the diversity of individuals' backgrounds and experiences within society and understanding one's own thought processes and perspectives. Also recognises and manages one's own emotions and those of others. Applies these qualities within various contexts to build and sustain interpersonal relationships and work collaboratively with people from varied backgrounds, utilising teamwork, communication, and leadership skills.

- Sustainability innovators and resourceful - Demonstrates sustainable innovation and resourcefulness by understanding the interconnectedness of environmental, social, and economic factors. Approaches diverse challenges from multiple perspectives to contribute to sustainable solutions and can utilise these insights to develop innovative approaches to tackling local, national, and global environmental and digital environments.

- Digitally literate and enclave communicators - Have a strong understanding of digital technologies and can effectively navigate and assess across various digital formats. Show proficiency in using digital tools for learning, research, and professional purposes. Have the skills to collaborate successfully in various digital environments.

- Lifelong learners and critical thinkers - Demonstrates a strong desire for ongoing learning and development, combined with the ability to think critically and analytically. Shows a commitment to staying current with developments in their field and applies deep critical thinking skills to solve problems and make informed decisions.

These Graduate Attributes are integrated throughout the curriculum and gradually developed across various levels of study, with each level building upon and deepening the capabilities established at the next level. Rather than being taught as separate topics, the Graduate Attributes are woven into your modules through carefully designed learning experiences, assessments, and teaching approaches.

Why Graduate Attributes matter: The Graduate Attributes provide a common institutional framework that helps students understand the holistic development they experience at LSST. They articulate the value of an LSST education beyond subject knowledge, preparing graduates for professional success and lifelong learning. As teaching staff, understanding these attributes helps you design learning experiences that deliberately develop these broader capabilities alongside disciplinary knowledge.

Your role in developing Graduate Attributes: Consider how your module contributes to these attributes. Subject expertise is naturally developed through your disciplinary teaching, but also look for opportunities to build emotional and cultural intelligence through group work and diverse perspectives, foster sustainability thinking through relevant examples and case studies, develop

digital literacy through appropriate use of technology and tools, and encourage critical thinking and lifelong learning through enquiry-based approaches and reflection activities.

Module Handbooks: Setting Expectations

Every module must have a Module Handbook published on the VLE before the module begins. The handbook is the definitive source of information for students about module content, assessment, and expectations.

Why this matters: Students deserve clear, accurate and timely information about their modules. Module handbooks provide transparency, help students plan their work and establish a professional learning contract. They also protect both students and staff by documenting what was communicated and are often relied upon by students and their supporters as the definitive source of information about their modules.

Use the Module Handbook Template provided by the Quality Office, which ensures that you include all required elements. Your handbook should be student-friendly - written clearly, organised logically and easy to navigate.

Teaching Methods: Choosing the Right Approach

Different teaching methods serve different purposes. Rather than prescribing specific approaches, LSST encourages you to choose methods appropriate to your learning outcomes, student needs, and subject discipline. This section offers guidance on when and how to use common teaching methods effectively. Details on how you can develop your professional academic practice can be found in Section 6 of this handbook.

Lectures: When and How

Lectures work well for introducing topics, explaining complex concepts, presenting current research, and inspiring students. However, lectures alone are rarely sufficient; students need opportunities to actively engage with the content, apply concepts, and develop skills.

Good practice in lectures:
Structure your lecture clearly with signposting. Break content into digestible segments and incorporate interactive elements such as questions, polls, or brief discussions. Use visuals to support understanding and make your slides accessible. Pause regularly to check understanding and allow questions. Provide materials on the VLE so students can review content after the session.

What to avoid:
Reading slides verbatim, overloading slides with text, delivering content passively without student engagement and running over time without breaks all reduce the effectiveness of lectures.

Seminars and Workshops: Active Learning

Seminars and workshops are spaces for discussion, application, collaboration, and skill development. These formats require students to actively engage with content rather than passively receive it. Plan activities that require participation, set clear expectations for

preparation, and create a psychologically safe environment where students feel comfortable contributing. Your role shifts from expert presenter to facilitator of learning.

Why this matters: Deep learning happens through active engagement. When students apply concepts, debate ideas and work collaboratively, they develop higher order thinking skills and retain knowledge better than through passive listening alone.

Technology-Enhanced Learning

Technology should enhance, not replace, good teaching. Use the VLE to organise content logically, provide clear instructions and create spaces for discussion. Use videos, quizzes, and interactive tools to check understanding and maintain engagement. Technology enables flexibility, supports diverse learning preferences, and can make learning more engaging - but only when used thoughtfully and integrated with your pedagogical approach.

Inclusive Teaching: Supporting All Students

Inclusive teaching is not a separate activity but should be embedded in how we design and deliver all teaching. The principle is simple: design learning experiences that work for the widest range of students from the outset, rather than retrofitting adjustments later.
Universal Design for Learning provides a helpful framework. Present information in multiple formats, offer choice in how students engage with content and allow varied ways for students to demonstrate understanding. Use understandable language, explain disciplinary terminology, be aware of cultural differences and build in flexibility.

Why this matters: Our students bring diverse backgrounds, experiences and learning profiles. Inclusive teaching ensures every student can access learning and demonstrate their achievement. It is not about lowering standards but about removing unnecessary barriers while maintaining appropriate academic challenge.

For students with Individual Support Plans, please work with the Disability Support Service to implement reasonable adjustments that support their needs. Remember that adjustments level the playing field - they do not provide students an unfair advantage but enable disabled with disabilities to demonstrate their learning on equal terms. They are recommended by experts who assess students' needs and identify specific adjustments.

Detailed guidance on inclusive practice is available in the Inclusive Practice Policy. For practical support, contact the Dean of Learning and Teaching.

Teaching Across Multiple Campuses

Many LSST programmes are delivered at multiple campuses. Maintaining consistency while respecting local contexts is crucial to ensuring that all students receive a comparable educational experience, regardless of their location.

Why consistency matters: Students on the same programme should achieve the same learning outcomes and be held to the same academic standards, regardless of which campus they attend. Consistency ensures fairness, maintains our reputation, and meets regulatory requirements.

Consistency requires the use of common learning outcomes, assessment briefs, marking standards and core content. Effective communication between campus teams, the sharing of resources and cross-campus moderation are essential. However, consistency does not mean uniformity - you can adapt examples to local contexts, respond to different cohort sizes or profiles and work with Campus Deans to address campus-specific needs.

Consult the Multi-Campus Delivery Guidance in the Quality Handbook for detailed operational procedures.

SECTION 3: ASSESSMENT THAT SUPPORTS LEARNING

Assessment is one of the most powerful drivers of student learning. How and what we assess shapes how students approach their studies and what they prioritise. This section focuses on designing and implementing assessments that are fair, transparent and support student learning, rather than simply measuring it.

Principles of Good Assessment Design

Good assessment aligns with learning outcomes, reflects authentic applications of knowledge, and uses methods appropriate to what is being assessed. It should be reliable through clear criteria and moderation, inclusive of all students while maintaining an appropriate level of challenge and transparent so that students understand the requirements and standards.

Regulatory requirements and good practice: While assessment policies set formal requirements, good practice goes beyond compliance. Assessment should be varied across a programme to develop different skills, manageable for both students and staff and designed to promote deep learning rather than surface memorisation.

Why assessment design matters: Well-designed assessments not only measure achievement but also actively promote learning by providing opportunities for students to demonstrate their developing capabilities. Poorly designed assessments can undermine learning by encouraging surface approaches, creating unnecessary barriers, or failing to measure what students have learned.

For assessment regulations, including pass marks, compensation rules and reassessment provisions, consult the Academic Framework which include the Academic Regulations. For guidance on assessment design, see the Assessment Strategy for NDAP Programmes.

Assessment Briefs: Setting Clear Expectations

Assessment briefs communicate what students must do, how they will be assessed and marked and how to approach the task. A well-written brief is clear, comprehensive and student friendly.

While Module Specifications within the Academic Framework set out essential information requirements, the handbook emphasises why clarity matters: students need to understand what is expected so they can direct their efforts appropriately. Unclear briefs lead to student confusion, increased queries, and poor-quality work - not because students lack ability but because they lack direction.

Use the Assessment Brief Template from the Quality Office. Write instructions that a student unfamiliar with the topic could follow. Include assessment criteria showing what different levels of achievement look like. Provide guidance on how to approach the task and signpost support available.

Moderation: Ensuring Fairness and Consistency

The Assessment Policy requires internal moderation, which consists of two stages: pre-release moderation of assessment briefs and post-marking moderation of student work. The

Assessment Policy also sets out when assessments are double marked and under what circumstances Boards of Examiners can decide to scale students' marks.

Why moderation matters: Moderation protects students from poorly designed assessments or inconsistent marking. It ensures that assessment is fair, aligned with programme standards and appropriately challenging. Moderation also supports staff development by providing peer feedback on assessment design and marking practice.

The moderation process is detailed in the Assessment Policy. Course Leaders coordinate moderation and should treat it as a developmental opportunity, not a policing exercise. Constructive feedback on assessments helps improve quality across the programme.

Marking and Feedback: Supporting Student Development

Marking and feedback serve different but related purposes. Marking measures achievement against criteria and produces a grade. Feedback explains the grade, identifies strengths and areas for improvement, and provides guidance on how to enhance performance.

Feedback Requirements: The Student Assessment Feedback Policy outlines requirements for feedback, including turnaround times, mandatory elements, and standards. This section does not duplicate that policy but offers guidance on writing effective feedback that genuinely helps students improve their performance.

Effective feedback is specific rather than generic, identifies concrete examples from the work and provides actionable guidance on how to improve. It balances recognition of strengths with constructive critique of areas for development. Students should be able to understand why they received the grade they did and what they can do differently next time to improve their performance.

Why feedback matters: Students consistently rate feedback as one of the most important aspects of their learning experience. High-quality feedback helps students develop critical self-assessment skills and understand progression in their discipline. Poor feedback leaves students confused and unable to make effective improvements.

Using the Nicol & Macfarlane-Dick (2006) Feedback Model: LSST uses the Nicol & Macfarlane-Dick (2006) model which provides seven principles of good feedback practice. These principles emphasise feedback as a developmental, dialogic process that enhances student learning. Importantly, the model can be applied even when formative assessment opportunities are limited, as it supports making summative feedback developmental, future-focused, and actionable.

When applied to assessment feedback, students should be able to recognise that markers have provided feedback that:

1. Clarify What Good Performance Looks Like

Feedback should help students understand what constitutes high-quality work.
This involves making goals, assessment criteria, and expected standards explicit.
Strategies include providing exemplars, detailed rubrics, and opportunities for discussion about standards.

2. Facilitate Self-Assessment and Reflection

Students should be encouraged to evaluate their own work against clear criteria.
Self-assessment fosters metacognition and self-regulation, helping learners identify strengths and areas for improvement.
Techniques include reflective activities and peer assessment.

3. Deliver High-Quality Information About Learning

Feedback should be specific, actionable, and focused on learning rather than just grades.
It should explain what was done well, what needs improvement, and how to improve.
Avoid vague comments like “good job”; instead, provide detailed guidance.

4. Encourage Dialogue Around Learning

Feedback should be part of an interactive process, not a one-way transmission.
Opportunities for discussion between students and teachers (and among peers) help clarify misunderstandings and deepen learning.
Examples include feedback workshops or collaborative review sessions.

5. Promote Positive Motivational Beliefs and Self-Esteem

Feedback should support confidence and motivation, not undermine them.
Recognising effort and progress, alongside constructive criticism, helps maintain engagement.
Avoid overly negative or judgmental language.

6. Provide Opportunities to Close the Gap

Feedback should guide students on how to bridge the gap between current and desired performance.
This might involve allowing resubmissions, providing action points, or modelling improvement strategies.
The goal is to turn feedback into tangible improvement.

7. Use Feedback to Inform Teaching

Feedback should not only help students but also provide teachers with insights to adjust instruction.
Patterns in student performance can highlight areas where teaching needs to be adapted or clarified

Academic Integrity: Supporting Honest Academic Practice

The Academic Integrity Policy sets out formal procedures for addressing academic misconduct. However, the Handbook emphasises why academic integrity matters and how to support students in maintaining it.

Academic integrity is about maintaining honest and ethical academic practices. It includes producing original work, properly acknowledging sources, and following assessment

requirements. Most students want to succeed through their own efforts; misconduct often occurs due to misunderstandings, poor academic skills, or external pressure rather than deliberate dishonesty.

Your role in promoting academic integrity: Design assessments that are difficult to plagiarise by using authentic tasks and personalised elements. Teach referencing explicitly - do not assume students know how to cite sources. Explain what constitutes plagiarism and why proper attribution matters in your discipline. Create a culture where asking for help is encouraged and academic integrity is valued as professional practice.

If you suspect misconduct, follow the Academic Misconduct Policy. Approach cases educationally where possible, particularly with first-year students who may genuinely not understand expectations.

Reasonable Adjustments and Mitigating Circumstances

The Reasonable Adjustments Policy and Mitigating Circumstances Policy provide detailed procedures. This section explains the rationale for these provisions and your role in implementing them effectively.

Reasonable adjustments enable students with disabilities or specific learning differences to demonstrate their achievement on equal terms. Adjustments are formally agreed in Individual Support Plans following a formal assessment and are determined and put in place ahead of students' learning and assessments. Common adjustments include additional time for assessments, alternative formats, or rest breaks. Implement adjustments as specified - they are legal requirements under the Equality Act, not optional extras.

Mitigating circumstances are unforeseen events which may have adversely affected a student's performance in assessment or in trying to submit coursework. The policy sets out the circumstances under which students are allowed to request an extension or have their results considered in a different way by boards of examiners. The policy outlines procedures and defines what constitutes acceptable circumstances. Your role is to implement approved accommodations fairly and maintain assessment standards. Mitigating or unforeseen circumstances are usually one-off; where a particular situation affecting a student persists for a longer period, these should be considered under the Reasonable Adjustments Policy.

Why these provisions matter: Education should be accessible to all students who can meet academic standards. Reasonable adjustments and mitigating circumstances ensure that disability or temporary difficulties do not prevent students from demonstrating their learning. These provisions uphold fairness and support student well-being while maintaining academic integrity.

SECTION 4: SUPPORTING STUDENT SUCCESS

Student support is integral to our educational mission. While a separate Student Support Framework provides comprehensive guidance, this section outlines your role in supporting students as part of your teaching responsibilities.

Personal Academic Tutors: Guidance

If you serve as a Personal Academic Tutor, you provide individualised academic and pastoral guidance to your tutees throughout their studies. This includes regular meetings, progress monitoring, signposting to services and advocacy when needed.

Why Personal Academic Tutoring Matters: Higher education can be overwhelming. Having a designated staff member who knows you, monitors your progress and can help navigate challenges makes a significant difference in student success, particularly for first-generation university students or those facing difficulties.

The Personal Academic Tutor Framework provides detailed guidance on the role, including meeting frequencies, record-keeping and support available to you. PAT training is mandatory for all new tutors.

Responding to Student Concerns

All staff encounter students experiencing difficulties. Your response can have a significant impact on student wellbeing and success. Listen supportively, avoid making promises you cannot keep, maintain appropriate boundaries and signpost to specialist services when needed. You are not expected to be a counsellor, but you are expected to be approachable and responsive.

Academic concerns, such as poor attendance, declining performance, or missed assessments, should be addressed promptly through a conversation with the student and a referral to appropriate support. The Student Engagement Policy guides monitoring and intervention.

Personal or well-being concerns should be handled sensitively. Listen, express concern and signpost to Student Support and Wellbeing Campus Teams or other appropriate services. Never provide mental health or financial advice and always refer the student to a specialist service when you are unsure and the support goes beyond your expertise.

Safeguarding concerns, including disclosures of abuse, risk of harm, or signs someone is in danger, must be reported immediately to the Designated Safeguarding Lead. Safeguarding training is mandatory for all staff and covers recognition of concerns and reporting procedures.

Supporting Student Engagement

Student engagement correlates strongly with success. Engaged students attend teaching, complete work on time, participate in activities and utilise support services. Disengagement often precedes withdrawal or failure.

The Student Engagement Policy sets out monitoring procedures and intervention protocols. Your role includes monitoring attendance, identifying changes in engagement patterns, and following up with students who exhibit disengagement. Early intervention is crucial - by the time disengagement is severe, students may be considering withdrawal.

Creating engaged learning communities: Beyond monitoring systems, create learning environments where students feel connected, valued and motivated to participate. Build positive relationships, make teaching engaging, provide regular feedback, and foster peer connections. Students are more likely to persist when they feel part of an academic community.

SECTION 5: QUALITY ASSURANCE AND ENHANCEMENT

Quality assurance and enhancement processes ensure we maintain standards and continuously improve. This section explains why these processes exist and your role within them, rather than duplicating procedural detail available in relevant policies and frameworks.

Module and Programme Evaluation

Student feedback through module evaluation provides essential evidence for quality enhancement. Response rates matter - low response rates reduce the reliability of feedback and make it harder to identify genuine issues or successes.

Why evaluation matters: Student's experience teaching directly and can identify what works well and what does not. Their feedback, combined with staff reflection and other evidence, drives improvements that benefit future cohorts. Evaluation is not about criticism but about enhancement.

Your responsibilities include administering evaluations, encouraging completion, analysing feedback constructively, producing a Module Action Plan and implementing changes. Close the feedback loop by informing students about the changes made in response to their input. This demonstrates that their voice matters and encourages future participation.

Teaching Observation: Developmental Practice

Teaching observation, governed by the Teaching Observation Policy, serves developmental rather than punitive purposes. Peer observation offers opportunities to receive feedback, reflect on one's practice and share effective practices with colleagues.

Why teaching observation matters: Teaching can be isolating - we rarely see colleagues teach or receive feedback on our practice. Observation provides a valuable perspective; identifies strengths we may not recognise and suggests areas for development. Engaging positively with observation demonstrates professional commitment to teaching excellence.

Approach observation constructively. Prepare for observation as you would any teaching session. Receive feedback openly and use it to enhance your practice. When observing colleagues, provide constructive, specific feedback that recognises strengths and suggests development areas in a supportive manner.

Annual Monitoring and Course Committees

Annual Monitoring provides a structured programme-level review, identifying good practice and areas for enhancement. Course Committees provide ongoing oversight, student representation, and action planning. The Annual Monitoring Policy and Quality Handbook govern both.

These processes are connected to institutional governance, external examination, and regulatory compliance. Your role is to contribute evidence, attend meetings and implement actions. The processes may seem bureaucratic, but they ensure systematic quality assurance and provide a formal record of our commitment to continuous improvement.

The Standards and Quality Framework also includes provision for courses to be reviewed every five years under the Periodic Review process.

Student Voice and Representation

Students are partners in quality enhancement. Supporting student representatives, creating safe environments for feedback, encouraging the completion of evaluations, and acting on feedback demonstrate our commitment to partnership.

Why student voice matters: Quality enhancement requires honest feedback. When students feel heard and see evidence that their feedback leads to change, they become active partners in the improvement process. Ignoring feedback can damage trust and reduce future engagement.

The Student Voice Framework provides comprehensive guidance on representation, feedback mechanisms, and partnership approaches.

SECTION 6: PROFESSIONAL DEVELOPMENT AND ACADEMIC COMMUNITY

Professional development is crucial for maintaining high teaching quality and supporting career advancement. While detailed CPD requirements and HR frameworks exist separately, this section focuses on building an academic community committed to excellence in learning and teaching.

Induction for New Staff

Effective induction helps new staff understand LSST's culture, systems, policies, and expectations quickly. Induction includes institutional orientation, programme-specific briefing, systems training and teaching support. Use the Induction Checklist to ensure nothing is missed.

Why good induction matters: Starting a new role is challenging. Comprehensive induction reduces anxiety, prevents misunderstandings, and enables new staff to become effective quickly. It also communicates institutional values and expectations from the outset.

Teaching Qualifications and Advance HE Fellowship

LSST supports staff in gaining teaching qualifications aligned with the UK Professional Standards Framework. Advance HE Fellowship provides professional recognition of teaching expertise and is valued by employers and regulatory bodies.

Why professional recognition matters: Teaching qualifications develop pedagogical expertise, provide structured reflection on practice, and demonstrate commitment to teaching excellence. Professional recognition supports career advancement and enhances an institution's reputation.

Contact HR or the Dean of Learning and Teaching for guidance on pathways to Fellowship.

Building Academic Community

Quality teaching emerges from collegial environments where staff share best practices, support one another and collectively pursue excellence. Building an academic community happens through both formal structures and informal networks.

The Learning and Teaching Forum provides a formal space for pedagogical discussion, sharing innovation and exploring challenges. Programme team meetings enable coordination and problem-solving within courses. Cross-campus collaboration ensures consistency and facilitates the sharing of resources. Informal networks built through coffee conversations, corridor discussions and peer support are equally valuable.

Why academic community matters: Teaching is demanding work that can feel isolating. Collegial environments provide practical support, emotional encouragement, and intellectual stimulation. When staff feel connected to colleagues and supported in their development, teaching quality improves and staff satisfaction increases.

Detailed governance structures and meeting schedules are documented in the Quality Handbook and relevant policy frameworks.

SECTION 7: WHERE TO GET HELP

Effective teaching and professional practice depend on knowing where to find support when needed. This section serves as your primary point of reference for common queries, directing you to the appropriate colleagues, services, and policies.

Teaching and Learning Questions

First contact: Your Course Leader or Module Leader for programme-specific queries.

Escalation: Campus Dean or Dean of Learning and Teaching for pedagogical guidance, strategy interpretation, or complex teaching issues.

Relevant policies: Learning, Teaching and Assessment Strategy, Inclusive Practice Policy, VLE Standards.

Assessment and Quality Processes

First contact: Your Course Leader for assessment design, moderation and marking queries.

Technical support: Quality Office for policy interpretation, template guidance, and quality process coordination.

Oversight: Head of Academic Standards and Quality for complex regulatory matters.

Relevant policies: Academic Regulations, Assessment Policy, Academic Misconduct Policy, External Examiner Policy, Quality Handbook.

Student Issues and Support

Academic concerns: Course Leader or Campus Dean.

Pastoral support: Head of Student Lifecycle student wellbeing services.

Personal Academic Tutors: Campus Dean coordinates Personal Academic Tutoring.

Specialist services include the Student Support and Wellbeing Campus Team and Academic Skills Centre.

Safeguarding: Designated Safeguarding Lead [name] for all safeguarding concerns.

Relevant policies: Personal Academic Tutor Framework, Student Engagement Policy, Safeguarding Policy, Student Support Services Guide.

Technical Support and Resources

VLE and IT: IT Support Desk for technical problems, VLE training and equipment issues.

Library: Your subject librarian for reading lists, resource acquisition, and information literacy support.

Teaching spaces: Academic Registry for room bookings and timetabling.

Relevant guidance: VLE Minimum Standards, Digital Accessibility Policy, Teaching Space Booking Procedures.

HR and Employment Matters

First contact: Your line manager for workload, performance, absence, or employment queries.

HR Department: For formal HR processes, policy interpretation, and professional development advice.

Note: Separate HR frameworks and handbooks provide comprehensive guidance on employment matters. Consult these for detailed HR matters.

Emergency Contacts

Campus Security: [Campus-specific numbers]

Emergency Services: 999

Out of hours urgent issues: [On-call number]

Designated Safeguarding Lead: [Name and contact details]

Remember: You are not expected to know everything or handle every situation alone. Using support services and seeking guidance is professional practice, not weakness.

SECTION 8: KEY POLICIES AND REFERENCES

This Handbook should be read in conjunction with the Education (Learning, Teaching and Assessment) Strategy 2025-2028 and the following policies. These documents provide detailed procedural requirements and formal frameworks referenced throughout this Handbook.

Academic Standards and Quality

- Academic Regulations
- Quality Handbook
- Standards and Quality Framework
- Academic Framework
- External Examiner Policy
- Course Approval and Re-Approval Policy
- Annual Monitoring Policy
- Programme Specification Template and Guidance
- Module Specification Template and Guidance

Assessment and Academic Integrity

- Assessment Strategy for NDAP Programmes
- Assessment Policy
- Student Assessment Feedback Policy
- Academic Misconduct Policy
- Mitigating Circumstances Policy
- Reasonable Adjustments Policy

Teaching and Learning

- Inclusive Practice Policy
- Teaching Observation Policy
- Peer Observation Guidelines
- VLE Minimum Standards
- Digital Accessibility Policy
- Multi-Campus Delivery Guidance

Student Support

- Student Support Framework
- Personal Academic Tutor Framework
- Student Engagement Policy
- Student Voice Framework
- Student Support Services Guide
- Individual Support Plan Guidance

Governance and Compliance

- Equality, Diversity, and Inclusion Policy

- Safeguarding Policy
- Data Protection Policy
- Health and Safety Policy
- Prevent Duty Guidance
- Academic Freedom and Freedom of Speech Policy

External References

- OfS Regulatory Framework
- UK Quality Code for Higher Education
- Framework for Higher Education Qualifications (FHEQ)
- Subject Benchmark Statements (discipline-specific)
- UK Professional Standards Framework (UKPSF)

Where to Find Policies

- Quality Handbook: Staff portal > Quality Office > Quality Handbook
- HR Policies: Staff portal > Human Resources
- Student-Facing Policies: Website > Current Students > Policies

Policy Updates: Policies are reviewed on a regular basis. Refer to the Quality Handbook for the most up-to-date versions. You will be notified of significant policy changes through staff briefings and email.

GLOSSARY OF KEY TERMS

Academic Board: LSST's principal deliberative committee responsible for academic standards, quality, and student experience.

Academic Integrity: Honest, ethical academic practice, including producing original work and acknowledging sources.

Annual Monitoring: Annual review of programme performance, identifying good practice and areas for development.

Assessment Board: A Formal board that considers student performance, confirms marks, and makes progression/award decisions.

Awarding Body: University that validates LSST programmes and awards degrees.

Course: LSST term for a programme of study leading to an award.

Course Leader: Academic leader responsible for a programme of study.

External Examiner: Independent academic who assures standards and confirms marking is appropriate.

FHEQ: Framework for Higher Education Qualifications – a national framework defining levels of higher education awards.

Graduate Attributes: The broader personal and professional capabilities, beyond subject knowledge, that LSST students develop through their studies and which prepare them for successful careers and lifelong learning.

Individual Support Plan (ISP): Document specifying reasonable adjustments for students with disabilities.

Learning Outcome: Statement of what students should know, understand, or be able to do on completion of the module or programme.

Mitigating Circumstances: Circumstances beyond the student's control that adversely affect assessment performance.

Module: Unit of study with credit value, learning outcomes and assessment.

Module Leader: Academic responsible for the design, delivery, and quality of a module.

Moderation: Process of reviewing assessment briefs or marked work to ensure standards and consistency.

Personal Academic Tutor (PAT): Member of staff assigned to provide academic and pastoral support to students.

Reasonable Adjustment: Modification to teaching, learning, or assessment to enable a disabled student to participate fairly.

Reassessment: Second attempt at assessment for students who failed the first attempt.

Virtual Learning Environment (VLE): Online platform for learning materials, communication, and assessment.

CONCLUSION

This Handbook provides practical guidance for implementing LSST's Learning, Teaching and Assessment Strategy. It is designed as a working reference to support your professional practice, clarify expectations and direct you to appropriate resources and support.

Quality education emerges from the collective efforts of dedicated professionals working together in the service of student success. Every member of staff, whether academic leader, teacher, professional services colleague, or support staff, plays a vital role in creating a transformative learning experience.

Remember:

- Quality is everyone's responsibility - every action contributes to student success.
- Students are our partners. We work collaboratively and value their voices.
- Continuous improvement is expected - reflect, learn, and enhance your practice.
- Support is available - colleagues and services are here to help.
- Policies protect everyone - follow them to support students, staff, and the institution.

If you have suggestions for improving this Handbook, contact the Dean of Learning and Teaching. The Handbook is reviewed annually, and your input helps keep it relevant, practical, and useful.

Thank you for your commitment to excellence in learning and teaching at LSST.

APPENDIX A: DETAILED ROLE DESCRIPTIONS

This appendix provides comprehensive descriptions of academic roles, including specific responsibilities, performance areas, time allocations and support available. For an overview of institutional accountability and how roles interconnect, see Section 1.

Course Leaders

Strategic Responsibilities

- Lead programme development, re-approval, and continuous enhancement.
- Ensure curriculum coherence and alignment with QAA benchmarks, professional body requirements, and institutional Strategy.
- Monitor and enhance programme quality, student experience, and outcomes.
- Maintain relationships with external stakeholders, including employers, professional bodies and awarding bodies.
- Represent the programme at institutional committees and governance structures.

Operational Responsibilities

- Lead and coordinate the course teaching team across campuses.
- Oversee module design, approval, and internal moderation of assessments.
- Monitor student recruitment, retention, progression, and achievement.
- Chair course committees and assessment boards.
- Coordinate Annual Monitoring and respond to external examiner reports.
- Manage programme resources, including budget and staffing.
- Ensure marketing materials and programme information are accurate.

Time Allocation

Course Leaders typically receive a workload allocation of 200-400 hours annually, depending on the programme size, complexity, and number of campuses. Discuss workload planning with your line manager.

Support Available

- Quality Office for policy guidance and process support.
- Dean of Learning and Teaching for strategic guidance.
- Campus Deans for local delivery coordination.
- Academic Registry for timetabling and assessment board administration.
- Course Leader network for peer support.

Module Leaders

Key Responsibilities

Module Design and Planning:

- Design module content aligned with learning outcomes and programme requirements.

- Create module handbook and ensure VLE is populated with materials.
- Plan teaching schedule and coordinate with other modules.
- Maintain reading lists and ensure resources are available.

Teaching Coordination:

- Coordinate the teaching team if the module has multiple tutors.
- Ensure consistency across different delivery modes or campuses.
- Brief guest speakers and visiting tutors.
- Respond to student queries and provide academic support.

Assessment:

- Design assessment briefs and submit for internal moderation.
- Coordinate marking across the teaching team.
- Ensure marking consistency and timely feedback.
- Prepare samples for moderation and external examination.

Quality Enhancement:

- Conduct module evaluation and analyse feedback.
- Produce Module Action Plan and implement improvements.
- Contribute to Annual Monitoring.
- Maintain module documentation.

Teaching Staff

Comprehensive responsibilities for all teaching staff are outlined in Section 1. Key areas include teaching delivery, assessment, student support, professional development, quality processes, and collegiality. Consult Section 1 for detailed guidance.

Campus Deans

Key Responsibilities

- Manage campus-based academic staff, including line management and performance review.
- Ensure programmes delivered at the campus meet institutional standards.
- Monitor teaching quality through observation and student feedback.
- Oversee campus operations, including timetabling and resource management.
- Act as the primary escalation point for campus-level issues.
- Foster a positive campus culture and learning community.
- Liaise with professional services to ensure campus needs are met.
- Ensure cross-campus consistency while responding to local context.

Professional Services Roles

Academic Registry:

Student records, assessment boards, timetabling, progression and awards, data provision for quality processes.

Library Services:
Collection development, information literacy support, study spaces, and research support.

IT Services:
VLE support, IT infrastructure, accounts and access and technical troubleshooting.

Student Services:
PAT coordination, disability support, counselling, careers support and student engagement.

Quality Office:
Quality assurance, policy development, administration of external examiners, Annual Monitoring, and regulatory compliance.

Marketing and Admissions:
Programme information accuracy, recruitment, admissions, and induction support.