בס"ד

London School of Jewish Studies

LSJS

Quality Assurance Arrangements - Degrees

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Introduction

The degree programmes we offer at The London School of Jewish Students (LSJS) are fully compliant with the recommendations of the Office for Students (OfS).

We follow the OfS guidance with regard to quality practices in Higher Education.

These being:

1. Expectations
2. Core Practices
3. Common Practices
4. Advice and Guidance

Details of the revised UK Quality Code for Higher Education 2024 can be found here.

Expectations

Ensuring the appropriateness of academic quality is essential to ensure the success of the academic programme.

This process must include representation from all relevant stakeholders and needs to be an open and transparent process which shows clearly not only how issues and concerns are addressed; but the outcomes and solutions in relation to the academic programmes, the facilities provided and the overall satisfaction of the student body.

The London School of Jewish Students (LSJS) is a small institution which interacts fully with the Anglo Jewish community at all levels. It is an institution for the community which must retain and grow its reputation for academic strength and quality.

Core practices

Curriculum development

Curriculum development is an ongoing process. It starts with the original development of the programme and continues throughout its lifetime. LSJS ensures that regular curriculum development is a key part of the day to day running and delivery of its programmes.

The curriculum development process divides into three parts – design (and redesign), development and implementation provide the structure of the programmes and ensures their currency; monitoring, evaluation and review assess the effectiveness and satisfaction levels of the programmes.

Design and redesign are undertaken at both micro and macro levels. Micro being the feedback linked to module evaluation and macro linking to the requirements of the stakeholders, including but not limited to – Programme Voice Groups, External Assessor Feedback, Awarding Partner (Middlesex University) feedback.

Development involves research into the subject areas together with continuous professional development. Increased knowledge and understanding of the subject matter, skills development in areas of teaching and assessment together with the development and changes in the community requirements strongly influences curriculum development.

Implementation of the design (and redesign) and development in a holistic manner enables the curriculum to remain current, the assessment process to remain relevant and academic standard to continue to be appropriate to the academic levels provided.

Monitoring student performance, student research and student satisfaction plays a key part in curriculum development as it shows the strength and relevance of the educational process within the courses and the school.

Evaluating the above, both internally and externally will influence the direction required for staff development and for research targets.

Continuous *review* of the programmes and the process will enable the development and growth of both the programmes, institutional research and the school as a whole.

Internal programme approval

The internal programme approval process requires the initial idea to be developed and rationalised prior to being presented to the senior members of staff and the board of governors of the school. Once they have given provisional approval the following framework will be developed and presented for formal approval together with detailed budgets.

Demand for course	Consideration of course implementation
What is the course?	Who will be the course leader (product champion)?
Who is the target market?	What is the content of the course? And why?
What is the competition?	What is the academic underpinning of the course?
What are the expected student numbers?	Do we have the necessary teaching and learning resources available in the form of staff and facilities: • Library and information resource • Classrooms • Disability support • Pastoral support • Administrative support • ICT and VLE facilities
What academic level is appropriate for this course and why?	What are the assessment criteria and the assessment rationale
Financial implications	Develop a detailed budget including setup costs and a five-year timeline of income versus costs

Monitoring and review of programme

To continually review and monitor the programmes the following data will be collected, collated and evaluated on a regular basis:

- Student recruitment numbers – these are evaluated against interest shown and application number
- Student profiles – these are evaluated in relationship to the programme curriculum and reviewed in line with equal opportunity and disability policies.
- Progression and achievement data is reviewed in line with recruitment data, and first destination data is also reviewed in line with the stated course outcomes and marketing declarations.

Academic quality is reviewed from the following data:

- Student feedback, external examiner reports, programme validation and review reports, progression statistics, review of assessment criteria to stated aims and objectives of both courses and modules, employer feedback reports where relevant.
- This review will feed into the curriculum and course development process to engagement and ownership of the process throughout the school.

Collection and evaluation of student feedback

Evaluation of teaching and learning

Evaluation forms are used at the end of each module. This information is evaluated and a written report is provided. This is fed back into both the curriculum development process and the facilities and administration of the institution.

Student Voice

Student Voice is very important to LSJS. We believe that as stakeholders students' feedback is essential to our quality assurance commitment.

We hold bi-annual Programme Voice Group (PVG) meetings for our students where students' views are incorporated into the decision-making and quality assurance processes of the institution.

We follow best practice as advocated by Middlesex University and aim to ensure our practices are in line with the Office for Student guidance.

Common practices

Management and administration of assessment processes

1. Assessment submission dates and the allotted time for examinations will be made available to all students at the beginning of each module, and are available in the programme handbooks and on the Moodle module sites.
2. All assessment criteria will be linked to the learning outcomes of the modules and the course.
3. Summative assessments with a credit value of more than 30% of the total module grade and all examinations will be reviewed by internal moderators and external examiners to ensure the assessments match the assessment criteria and are of an appropriate academic level for the programme.
4. A 30% sample of all summative assessments and examination papers will be double marked and sent to external examiners for review.
5. All dissertations will be double marked and a sample sent to external examiners for review.
6. Students will be given assessment details including and requirements for all non-examined assessments at least three weeks before the submission date.
7. Marks and feedback for all formative assessments will be returned to the students within ten working days of submission.
8. Marks and feedback for all summative assessments will be returned to the students within 15 working days of submission.
9. All marks and a review of student performance within each module will be submitted to the Academic Registrar within three weeks of the student submission date. If for any reason this date needs to be extended, students will be informed of this.
10. Students will submit assessments online through Moodle by 11.30 p.m. on the published date of submission. All late submissions will be penalised in line with the *Middlesex University Academic Regulations*.
11. Any cheating or plagiarism will be addressed as per the *LSJS Academic Misconduct Policy.*
12. Appeals regarding procedure by any student will be handled by the Director of Academic Quality.

Feedback to students on assessed work

Written feedback will be given to each student on all formative and non-examined summative assessed work. This feedback will include comments related to:

1. Relevance of the answer to the question posed
2. Consideration of the module assessment learning outcomes
3. Research and analysis within the answer
4. Referencing
5. Structure of the response
6. Academic English grammar and spelling.

Each assessor will write a report of the overall performance in each exam. This will be made available to all students.

Tracking student progression and achievement

Using the data collated above, confidential records will be kept about individual student progression and achievement. This information will be used only to provide individual students with the necessary support to enable each student to achieve his or her academic potential. This information will be kept securely and only be available to the relevant tutor and the student concerned.

Anonymised data will be used to track general progression and achievement. This will feed into the curriculum development process.

All tracking data undertaken will be confidentially stored in accordance with the *LSJS Data Protection Policy.*

Student academic and pastoral support

Each student is allocated a personal tutor who will act as their pastoral tutor for the duration of the course where possible. For academic support, the student is supported by the module tutor in the first instance.

Pastoral support

Personal tutors receive training as to the parameters of their role.

Where an issue falls outside the knowledge and understanding of the personal tutor it is, with the student's permission, referred to the programme leader.

If a student discloses any personal information that could constitute a Safeguarding concern; the tutor will follow the guidelines within the *LSJS Safeguarding Policy* in the first instance.

Students who have a disability or special educational needs will receive the support required to ensure that they have equitable access to that of their cohort. The programme leader will follow the guidelines within the *LSJS Equality and Diversity Policy* in the first instance.

Academic support

The module leaders, tutors, and programme leaders provide students with the appropriate level of academic support.

Students are also encouraged to develop study partnerships and study groups. At the beginning of each course, during induction, students will be given sessions on study skills and techniques to enable them to make the best of their time at the school. They also have access to study skills manuals.

Full details of the academic support to students can be found in the *LSJS Student Support Policy.*

Student consultation and representation

The size of the institution and the nature of the student body place LSJS in a unique position in that informal feedback is readily and regularly available.

In terms of a formal consultation the Programme Voice Group, which meets twice a year, enables students to feed back to the LSJS team, as well as external representatives from Middlesex University. Informally, students are encouraged to contact their module leader, the Academic Registrar or the Programme leader with any concerns. The Degrees office operates an "open door" policy.

Advice and guidance

The LSJS Quality Assurance Arrangements policy should be read in conjunction with the following:

- *Office for Students* - The Revised UK Quality Code for Higher Education (2018) and 2024
- Student Voice
- Middlesex University Academic Regulations
- LSJS policies

Further guidance

Any further queries regarding the LSJS Quality Assurance Arrangements should in the first instance be directed to Dr Helena Miller - helena.miller@lsjs.ac.uk

Further guidance is available from the Director of Academic Quality – Shivanti Lowton. shivanti.lowton@lsjs.ac.uk

Signed on behalf of the LSJS Senior Leadership Team by Paul Gould, Chief Operating Officer

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