

Assessment for quality and standards initial conditions B7 and B8

London School of Innovation Ltd

Provider legal name: London School of Innovation Ltd

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Executive summary

Type of assessment	Initial conditions B7 (quality) and B8 (standards)
For	London School of Innovation Ltd
Advice to the OfS on B7	The provider has credible plans that would enable it, if registered, to comply with conditions B1, B2 and B4 from the date of registration.
Advice to the OfS on B8	The standards set for the courses the provider intends to provide, appropriately reflect sector-recognised standards.

For providers seeking registration with the Office for Students (OfS), the OfS will assess a provider's application and relevant evidence to determine whether the provider satisfies the initial conditions of registration. For providers that applied for registration on or after 1 May 2022, this includes an assessment of whether the provider satisfies initial conditions B7 (quality) and B8 (standards) as set out in the regulatory framework (November 2022). As part of the registration process the OfS also carries out a risk assessment in relation to the related revised ongoing conditions of registration, to include B1, B2, B4 and B5.

As part of its assessment of initial conditions of registration B7 and B8, the OfS appoints an assessment team, including external academic experts, to undertake an assessment of quality and standards. The assessment includes a visit to the provider by the assessment team, after which it produces a report. The report does not take into account matters which may have occurred after that period.

- 1. This report is an independent assessment of London School of Innovation Ltd (LSI) about its compliance with the Office for Students' (OfS's) initial conditions of registration for quality (condition B7) and standards (condition B8).
- 2. The report shows the findings of an independent assessment team. It does not represent a decision by the OfS about the provider's compliance with these conditions of registration.
- 3. The OfS's regulatory framework sets out that a provider wishing to access the benefits of registration must register with the OfS.¹
- 4. As part of the registration process, the OfS must assess whether a provider satisfies the initial conditions of registration, including initial conditions B7 (quality) and B8 (standards).
- 5. LSI intends to provide four one-year taught Master of Science (MSc) Level 7 programmes in the subject areas of computing, business and management, and digital projects.
- 6. In accordance with the guidance on registering with the OfS (Regulatory advice 3),² the OfS decided that it was necessary to undertake an assessment visit to LSI to gather evidence and provide advice to inform the OfS's decision about whether the initial conditions B7 and B8 are

¹ See <u>Regulatory framework for higher education in England - Office for Students</u>.

² See <u>Regulatory advice 3: Registration of English higher education providers with the OfS - Office for Students</u>.

satisfied. The OfS decided that this assessment should be undertaken by assessors able to provide expert academic judgement.

- 7. The purpose of the assessment is to provide advice to the OfS to enable the OfS to decide whether initial conditions B7 and B8 are satisfied and whether there is any regulatory risk
- 8. The evidence from the assessment informs the OfS's decisions about whether to register LSI and, if registered, whether any mitigation is necessary.
- 9. The OfS appointed an assessment team that consisted of two academic expert assessors and a member of OfS staff. The team was asked to give its advice and judgement about LSI's compliance with initial conditions B7 and B8.
- 10. The assessment team considered a range of information submitted by LSI as part of its application for registration.
- 11. The assessment team visited LSI in April 2024 during which time it had a tour of facilities and met staff.
- 12. In respect of initial condition B7, based on the information it considered, the assessment team's view is that LSI:
 - a. has credible plans that would enable it, if registered, to comply with condition B1 from the date of registration;
 - b. has credible plans that would enable it, if registered, to comply with condition B2 from the date of registration; and
 - c. has credible plans that would enable it, if registered, to comply with condition B4 from the date of registration.
- 13. In respect of initial condition B8, based on the information it considered, the assessment team's view is that:
 - a. the standards set in respect of any relevant awards granted to students who complete a higher education course that LSI intends to provide, if it is registered, appropriately reflect any applicable sector-recognised standards.

Introduction and background

- 14. LSI is an independent higher education provider based in Sutton. It was developed by a digital transformation and software development business named Geeks.
- 15. To address the need for more skilled digital workers, Geeks established Geeks Academy in 2013. The academy has invested in creating training programmes for those seeking to enter the tech industry, but who lack the relevant degree or prior experience. Since its launch, Geeks Academy has trained over 350 people in tech, some of whom have gained senior leadership positions within its business.
- 16. The academy now plans to transform into a higher education provider named LSI. The delivery of LSI's courses will fit with the academy's business model, which places emphasis on skills, employability, social mobility and guaranteeing success in the workplace. In particular, LSI will focus on bridging non-science, technology, engineering and mathematics (STEM) graduates into the tech industry and developing STEM graduates to make them employable in intermediate or advanced technical roles by offering several masters' degree programmes.
- 17. LSI plans to launch four one-year taught MSc Level 7 programmes from 2025. The programmes will be delivered across different modes of study including part and full-time blended and online learning. The programmes include:
 - MSc Applied AI and Machine Learning
 - MSc Software Technical Leadership
 - MSc AI for Business Transformation
 - MSc Digital Project Management.
- 18. LSI's mission is threefold. It aims to 'immerse learners in an expansive and practical tech powered study experience using the latest technology', to 'transform learners into tech leaders using tech for good' and 'to grow a pioneering UK-led community, thereby contributing towards building innovative and inclusive technology'. LSI's manifesto centres on innovation, with core values rooted in shaping an artificial intelligence (AI) powered future. These include relentless progress, upgrading reality with technology, inclusion and collaboration.
- 19. Most of LSI's students will be mature and experienced learners looking to upskill in tech. LSI plans to recruit 30 students in its first intake commencing in October 2025 to its MSc Applied AI and Machine Learning programme. It plans to increase its intake following the roll-out of its courses in its first year of higher education delivery by the following: February 2026, 30 students; June 2026, 40 students; totalling 100 students in year one. It will begin its second year of higher education delivery with: October 2026, 50 students; and February 2027, 110 students.
- 20. Much of the teaching will be provided by visiting lecturers who are active practitioners with experience in their areas. In addition to academic staff, LSI will use virtual mentors.
- 21. LSI's executive authority sits with the board of directors, currently consisting of two founders both of whom have a background in tech.

- 22. LSI's board of governors will initially comprise the President, Chair of LSI's advisory board, the Head of Quality and Compliance and the Secretary.
- 23. The advisory board consists of the Chair, Brand and Marketing Expert, Financial Expert and Higher Education Accreditation Expert.
- 24. LSI operates an academic board which comprises the President, Head of Quality and Compliance, Director of Education, Head of Programmes, Head of Teaching, Module Leaders, an Independent External Member and a Student Representative.
- 25. LSI intends to apply for degree awarding powers upon completion of its registration with the OfS.

Assessment process

Initial condition B7: Quality

- 26. LSI submitted a Quality plan and supporting evidence as required by Regulatory advice 3.³
- 27. The assessment team sought further evidence from LSI on 15 March 2024 and then undertook an assessment visit on 22 and 23 April 2024. It met with members of the governing body, executive leadership team and colleagues responsible for the overall design of the programmes and related modules. It assessed physical and digital resources, with LSI giving access to their virtual learning environment (AGS – Automated Governance System) on 23 April 2024 and for the duration of the assessment.
- 28. The assessment team used this evidence to provide advice on whether LSI complies with the requirements set out in initial condition of registration B7. The assessment team considered whether LSI has credible plans that would enable it, if registered, to comply with ongoing conditions of registration B1, B2 and B4.
- 29. As LSI is not running any higher education courses currently, the assessment team was unable to assess any student work.

Initial condition B8: Standards

- 30. LSI submitted information relevant to the academic standards of all the courses it intends to provide if registered, including course documentation, programme specifications and module outlines.⁴
- 31. It did not submit evidence of student achievement in relation to the course as it had not yet started delivering the course to students.
- 32. The 'sector-recognised standards' are set out in a document published by the OfS.⁵ These set out the standards that all registered providers are required to meet and were used by the team for its assessment.
- 33. LSI intends to deliver four MSc Level 7 programmes in the subject areas of computing, business and management, and digital projects. The assessment team considered all relevant information regarding the courses in reaching its view on B8.
- 34. The sector-recognised standards the OfS has identified as applicable are:
 - A.1: Qualifications at each level
 - A.2: Volumes of credit

³ See <u>Regulatory advice 3: Registration of English higher education providers with the OfS - Office for Students</u>.

⁴ See Annex I, 'Guidance for providers on the assessment of initial condition B8 (standards)' at <u>Regulatory</u> advice 3: Registration of English higher education providers with the OfS - Office for Students.

⁵ See <u>Sector-recognised standards - Office for Students</u>.

- A.3: Qualification descriptors, specifically: A.3.4 Descriptor for a qualification at Level 7.
- 35. The assessment team considered the evidence available to provide advice on whether LSI complied with the following requirements set out in condition of registration B8: that LSI demonstrates, in a credible manner, that any standards to be set and/or applied in respect of any relevant awards granted to students who complete a higher education course provided by, or on behalf of, LSI (if registered), whether or not LSI is the awarding body, appropriately reflect any applicable sector-recognised standards.

Part 1: Assessment of condition B7 – Quality

36. This section sets out advice on whether LSI has credible plans that would enable it, if registered, to comply with conditions B1, B2 and B4 from the date of registration.

Condition B1: Academic experience

Subcriterion B1.2

Does LSI have credible plans to ensure that the students registered on each higher education course receive a high quality academic experience (B1.2)?

37. The assessment team considered LSI's plans to ensure that students registered on each higher education course will receive a high quality academic experience. In doing so, the assessment team first considered the factors set out below at B1.3 alongside any other information relevant to ensuring a high quality academic experience.

Subcriterion B1.3.a

Does LSI have credible plans to ensure that each higher education course is up to date (B1.3.a)?

Advice to the OfS

38. The assessment team's view is that LSI has credible plans to ensure that each higher education course is up to date.

- 39. Al technology has shifted from being a tool primarily for corporate use to a more user-facing technology. This transformation has led to an increase in demand for skilled professionals in Al and software engineering.
- 40. LSI's programmes were designed in collaboration with industry experts to ensure its courses are up to date. They identified programmes and modules based on their experience, how they foresaw the tech landscape and careers evolving, and the knowledge, skills, and professional competencies that would be needed.
- 41. The programme context and module content represent current thinking that covers key topics in AI and current practices in the software engineering discipline. LSI's course modules include state-of-the-art technologies, such as deep learning in AI, which has driven significant advancements and breakthrough in many areas such as image recognition and autonomous systems. Other state-of-the-art technologies includes DevOps. This is a set of practices that aims to shorten software development lifecycles and natural language processing (NLP), which has experienced significant growth since the introduction of ChatGPT in 2022. The module content also includes contemporary subject matter such as sustainability, leadership and ethics.

- 42. At the time of the visit, the course materials viewed within LSI's virtual learning environment (AGS) were not fully developed. The assessment team raised an issue about the appropriateness of LSI's number of learning outcomes as it felt there were too many for the credit size of the modules in the module specification documentation. The assessment team also questioned the ethical use of course content generated by an AI tool and whether LSI's approach to content generation contradicts its AI policy. However, LSI's founders and Director of Education (DoE) were able to articulate LSI's plans to ensure the modules are designed to be more manageable and provide effective educational experiences for the students. LSI's co-founder also articulated that the content generated by AI is safeguarded at LSI as the DoE has an extensive background in law. With the DoE's years of legal practice, LSI can ensure that AI-generated content complies with the law and meets expected standards of academic integrity. LSI assured the assessment team that it is transparent on how it uses AI through its website. The LSI team is working with a behavioural psychologist around AI-related anxieties to address students' concerns related to using AI systems.
- 43. LSI's Quality plan sets out a clear process for new programmes and approval. Explicit consideration is given to whether a programme is relevant to the current employment market and the curriculum design is to reflect the current and future trends of the subject area before a new programme is approved. For new modules' approval, explicit consideration is given to ensuring up-to-date materials. LSI's Quality plan also sets out a clear process for periodic programme and module review. The programme and module leaders are required to review teaching, learning and assessment at the end of each academic year. The review is informed by the student satisfaction survey and feedback from student representatives.
- 44. Levels of engagement in continuous professional development (CPD) is one of the key performance indicators to ensure LSI's academic staff are up to date with current IT practices and pedagogical methods.

Subcriterion B1.3.b

Does LSI have credible plans to ensure that each higher education course provides educational challenge (B1.3.b)?

Advice to the OfS

45. The assessment team's view is that LSI has credible plans to ensure that each higher education course provides educational challenge. The evidence provided demonstrates the programmes are designed with educational challenge appropriate for a Level 7 course in the context of the subject area.

Reasoning

46. The planned module content listed in the Module specifications and Module design documents is set at the appropriate academic level following the sector-recognised standards Level 7 descriptor. It is designed to ensure that each course provides educational challenge appropriate to the context of the subject area. Specifically, the module content, coursework, lab sessions, and formative and summative assessments require students to critically analyse and evaluate complex problems, apply practical solutions to address the problem, and use appropriate research. Both assessment types require students to evaluate and apply a range of tools and

techniques to design and develop an artefact solution. This will equip students with a comprehensive understanding of the concepts, techniques and theories used in the field, as well as enabling them to apply their skills in developing practical solutions.

- 47. LSI's programme approval process shows that the programme design team consists of specialist professionals in technology, supported by higher education subject matter experts. This approach ensures LSI's courses are designed and delivered at the appropriate level and standard. The approval process requires a new programme to provide educational challenge at an appropriate degree of rigour and difficulty, and the programme learning outcomes should demonstrate the programme content's rigour by emphasising the application of theory to practice, critical thinking and problem-solving. In the Programme and module modification policy, LSI requires the programme and module leaders to provide an annual report at the end of each academic year to review the programme and module delivery. The annual report identifies areas for improvement and evaluates the rigour of the programmes and modules. This approach ensures LSI continues to provide programmes that are educationally challenging.
- 48. Another example of educational challenge is the 60-credit masters' final project, where students are expected to demonstrate their knowledge and practical skills in the discipline and their ability to communicate complex information.
- 49. The AI formative feedback document provided by LSI shows an assignment question that includes several elements that meet the sector-recognised standards, such as critical analysis and evaluation, synthesis of information, and an ability to demonstrate subject-specific knowledge.

Subcriterion B1.3.c

Does LSI have credible plans to ensure that each higher education course is coherent (B1.3.c)?

Advice to the OfS

50. The assessment team's view is that LSI has credible plans to ensure each higher education course is coherent.

- 51. The planned course specifications demonstrate that the curriculum mostly covers fundamental and advanced topics in the subject areas. For example, the programme MSc Applied AI and Machine Learning covers fundamental knowledge through the core module 'AI Applications: Areas and Use Cases' and a more advanced and specialised topic in AI is covered in modules such as 'Deep Learning' and 'Natural Language Processing'. This allows students to delve into workings of state-of-the-art models, such as transformers.
- 52. LSI's academic calendar demonstrates that LSI's modules are built on each other in a coherent way. It ensures students develop foundational knowledge (e.g. Digital Delivery Management) in semester one and progress to advanced topics in the subject area (e.g. Advance Digital Delivery Management) in semester two or three. Students are also required to undertake a masters' final project, which requires them to apply the knowledge and skills they developed throughout the course to produce an artefact, final report and a presentation.

- 53. The assessment team noted that there is no pre-requisite or entry requirements stated in the programme specifications. LSI's target students are from diverse educational backgrounds and fundamental topics in computer science (such as programming, statistics and foundation knowledge in AI) were not included in the programme specifications. However, the LSI team stated that for full technical programmes (such as MSc Applied AI and Machine Learning and MSc Software Technical Leadership) potential students are required to have an undergraduate degree in a STEM subject. For courses that have business elements (such as MSc AI for Business Transformation and MSc Digital Project Management) potential students will be offered a pre-masters' course to build their technical skills and knowledge.
- 54. Although leadership as a topic is stated as one of the objectives for the programmes, it does not feature strongly in the MSc Software Technical Leadership course core modules. The assessment team noted that the module content in Commercial Acumen, the core module for all other courses except MSc Software Technical Leadership, contains some elements of leadership. However, the LSI team stated that the courses are not fully developed at the time of the visit. LSI recognises that the topic on leadership should be included in their final programme specifications and has plans to revise the module content after receiving feedback from external academic experts and industry practitioners.

Subcriterion B1.3.d

Does LSI have credible plans to ensure that each higher education course is effectively delivered (B1.3.d)?

Advice to the OfS

55. The assessment team's view is that LSI has credible plans to ensure that each higher education course is effectively delivered.

- 56. LSI has eight teaching systems, which cover a range of teaching activities to ensure an appropriate balance between directed and independent study or research. For example, there are practical components such as lab sessions, seminars that focus on student presentations and discussion, and lectures that focus on developing students' understanding of the learning content. The assessment team found that these activities promote an inclusive and effective learning environment for delivering the programmes with an appropriate balance between delivery methods as relevant to the content of the course. Therefore, the assessment team considers that the courses can be effectively delivered.
- 57. LSI is planning to offer part and full-time blended and online learning, with teaching activity primarily based on flipped learning, whereby students will be required to study essential concepts that are used in upcoming sessions beforehand.
- 58. LSI's Teaching and learning policy states that 'the School is committed to inclusive teaching in its masters' and other programmes. It utilises intuitive knowledge graphs and AI within all its teaching. Each week, LSI uses automation and AI systems to guide each student through a personalised journey of learning by doing.' The assessment team's view is that LSI's approach to delivering its courses (through flipped learning, on-site sessions and independent learning using

AI) is relevant to the content and course level and contributes to an appropriate balance of directed and independent study.

- 59. The assessment team questioned whether the levels of accessibility, availability and usability of the AI tools in the AGS are appropriate for Level 7 students, given they may have very different starting points. The LSI team articulated that it has put together an AGS manual for new students. LSI plans to introduce the AGS to students during the orientation and induction period, and in the introductory session for each module. There is in-house technical support for students when they are facing difficulties with the system. Students are also able to seek assistance using the chatbot in the AGS. To ensure the accessibility and usability of the system, the LSI team articulated that it has run accessibility tests, and most issues identified have been addressed. The user testing is still ongoing and LSI plans to conduct testing with staff at Geeks and students to ensure the system is designed with inclusivity in mind. The assessment team's view is that LSI has a credible plan in place to ensure the students can access to the most up-to-date version of various frontier generative AI models and the learning activities in the AGS, ensuring the effective delivery of the programme through its AGS.
- 60. Given LSI's strong reliance on AI tools to support learning and teaching activities, the assessment team questioned whether students would have sufficient opportunity to receive effective feedback and interact with teaching staff. The LSI team articulated that it is aware of the importance of human interaction in students' learning, therefore it assured the assessment team that it has plans to ensure that students can connect with a human tutor to provide them with the support they need in relation to every AI tool used in LSI. Blended learners who attend the onsite sessions will have the opportunity to interact with teaching staff. The assessment team found that staff will be helped to simultaneously support students on site and online during live classes. LSI articulated that staff from Geeks have experience in conducting training and short courses in similar settings. The assessment team is assured that the live classes will be delivered effectively because the teaching staff are able to receive support from Geeks when needed.
- 61. Online learners will be guided by an AI tutor and a human tutor. To support students' learning, an online AI chatbot will be available in the AGS for all students. During the site visit, the LSI team presented a demonstration of the AGS. From the demonstration, the assessment team found that students will receive an immediate response to their queries about the learning content through a chatbot, and they will be able to contact human tutors if they need additional support. Furthermore, the assessment team observed that the AI tool can provide effective feedback to students. For instance, in the AI informative feedback documentation, the system has provided general feedback on students' answers, as well as on the strength and limitations of the answers.
- 62. The assessment team questioned whether some students may be disadvantaged due to personalised online learning content as the quantity of content a student receives can vary depending on their learning pace. The assessment team was assured that all students will access the same content, regardless of study mode. The only difference is that students can spend more time on elements which require additional practice time.
- 63. The assessment team found that the content in the AGS is very text heavy. There was a risk that the lack of online resource variety could impact students' effective engagement with their learning, and this was discussed during the assessment visit. The assessment team was assured that LSI is working towards designing content that creates a stimulating and visual experience for students alongside the use of text within the AGS. The assurance was based upon discussion that took place during the site visit, during and following the demonstration of the AGS.

64. The assessment team's view is that LSI has a credible plan to deliver its programmes effectively by ensuring that students receive effective feedback from both human tutors and the AI tool, have equal access to the learning content and interact with engaging learning content.

Subcriterion B1.3.e

Does LSI have credible plans to ensure that each higher education course, as appropriate to the subject matter of the course, requires students to develop relevant skills (B1.3.e)?

Advice to the OfS

65. The assessment team's view is that LSI has credible plans to ensure each higher education course requires students to develop relevant skills.

Reasoning

- 66. LSI's programme and module specifications outline intellectual, practical, and transferable skills that students will develop through the programmes, with sufficient rigour and difficulty at Level 7. For example, lab sessions will develop students' problem-solving and technical skills. Seminars that focus on student presentations will develop their critical analysis and communication skills. Peer review assessment will develop students' critical thinking and self-reflection skills. Students who complete a masters' final project will develop their research skills at Level 7. The assessment team found these activities will require students to develop relevant skills.
- 67. LSI's AI policy will develop students' AI ethical reasoning capabilities. Using the AGS to deliver teaching and learning activities provides opportunities for students to develop their digital skills and enhance their ability to collaborate effectively in virtual teams. LSI's industry partnerships and collaborations will provide students with opportunities for internships, placements, and work-integrated learning experiences. These opportunities will enhance students' employability and enable them to develop skills that are needed in the industry.
- 68. The LSI team emphasised the importance of including business and leadership elements in the curriculum design of their technical programmes. The assessment team noted that the module content of Commercial Acumen, which is the core module for other courses, contains some elements of leadership. The assessment team's view is that LSI has plans to develop students' professional competencies. However, as highlighted in B1.3.c, leadership as a topic is not part of the core modules of MSc Software Technical Leadership. This issue was discussed during the site visit and the assessment team is assured that the leadership element will be included in the curriculum of all the programmes.

B1 conclusions

Does LSI have credible plans that would enable the provider, if registered, to comply with condition B1 from the date of registration?

69. The assessment team considered that LSI has credible plans to ensure, if registered, that students on each higher education course would receive a high quality academic experience.

- 70. The assessment team noted that the requirement of condition B1 is expressed as a principle that can be satisfied in different ways. The assessment team is of the view that the evidence received is sufficient for it to make an overall view in respect of initial condition B1. Considering its observations at B1.3.a, B1.3b, B1.3c, B1.3d and B1.3e above, and the reasoning given related to these, the assessment team's view is that LSI has credible plans to ensure students will receive a high quality academic experience.
- 71. LSI has credible plans to ensure the programmes it offers are up to date. This is achieved by having a clear process to review new programmes with explicit consideration given to whether they are relevant to the current employment market and reflect the current and future trends of the subject area. Periodic review of teaching, learning and assessment is informed by student feedback.
- 72. LSI has credible plans to ensure each programme provides educational challenge through designing module content and assessments that follow the sector-recognised standards and Level 7 descriptors as part of their new programme approval process. This is also achieved through ongoing programme and module review in annual reports to ensure continuous educational challenge.
- 73. LSI has credible plans to ensure that each programme is coherent through offering modules in a logical manner, progressively enhancing students' understanding and skills. The content covers the subject matter with appropriate balance between breadth and depth. All programmes are assessed by external academic experts and industry practitioners to ensure their aims align with their learning outcomes.
- 74. LSI has credible plans to ensure each programme is effectively delivered through the use of different teaching activities, offering flexible learning modes. There are credible plans to ensure that students receive effective feedback and access to the AGS, while staff are supported in delivering the modules. Students are given both directed and independent study opportunities.
- 75. LSI has credible plans to ensure each programme, as appropriate to the subject matter of the course, requires students to develop relevant skills through different teaching activities that develop students' intellectual, practical, and professional skills. The use of the AGS, the AI policy, and the opportunity for students to do a placement in the industry will enhance students' digital skills, ethical reasoning and employability.

Condition B2: Resources, support and student engagement

Subcriterion B2.2.a

Does LSI have credible plans for how each cohort of students would receive resources which are sufficient for the purposes of ensuring:

i. a high quality academic experience for those students

ii. those students succeed in and beyond higher education (B2.2.a)?

Advice to the OfS

76. The assessment team's view is that LSI has credible plans for how each cohort of students would receive resources sufficient to ensure a high quality academic experience and for those students to succeed in and beyond higher education.

- 77. The assessment team considered the breadth, or extent, of resources to support learning that students will be able to access. However, LSI has yet to make final decisions about what it intends to purchase and offer to students. Different resources described in the Learning resources plan and steps to evaluate their cost and benefit (for example, an online library and other digital media) are yet to be completed and final decisions have not been made. During the site visit, the LSI team stated that it is pursuing partnering with established libraries such as Senate House and King's College library in central London for students, as well as what may be available via open access.
- 78. In terms of physical spaces for learning, these are appropriate for the planned courses and sufficient to accommodate initial student numbers. LSI is keen to have physical spaces which encourage collaboration between students, as well as quiet study spaces and those which can be adapted for events and online seminars by guest lecturers or visiting industry experts. The assessment team is of the view that the spaces seen during the site visit would support LSI's plans for students' learning, assuming additional technology can be installed to support effective and engaging blended teaching for students joining sessions remotely, online. As noted, the space is sufficient for initial student cohorts and the assessment team was informed there is additional space in the building and elsewhere in the locality, if needed in the future.
- 79. In relation to hardware, the physical spaces noted above already contain screens and computers, and the provider is exploring options such as offering a tablet to all students. All learning materials in the AGS are accessible via mobile phones. The AGS in development (accessed by the assessment team during the site visit) includes resources to support students' learning, especially those studying wholly online. Laptops will be available for students to borrow when on site.
- 80. In relation to software, key tools such as cloud storage will be available through LSI's existing Amazon web service. There is a robust technical infrastructure that will support students' learning journeys. The provider has drawn upon its technical knowledge and expertise to create an extensive Learning Management System (LMS), integrating different tools and systems. This includes mitigation if the LMS is temporarily unavailable.

- 81. Plans for recruiting appropriately trained teaching and support staff are well-developed. For example, LSI has considered the needs of the students who will be recruited, and how to ensure staff have the expert knowledge, teaching qualifications and training, and teaching experience relevant to the content and level of the different courses. The Lecturer job description highlights the personal qualities, teaching experience, typical duties to be undertaken and qualifications required to enable students to have a high quality educational experience. LSI will be recruiting a mix of people who are industry experts alongside traditional academic staff and will be giving staff 40 hours a year for professional development. The provider has a strong staff development model from its existing business, which it will be bringing into the higher education experience to ensure teaching staff are well supported. The assessment team also noted that industry experts contributing to teaching will be required to commit to a fixed time frame for their teaching and they will be supported by a full-time member of staff. The leadership team of LSI is seeking to recruit individuals who believe in 'tech for good', with relevant (and current) experience and expertise and who are passionate about creating a cohesive learning community.
- 82. The Learning and teaching strategy details how each cohort of students would receive resources sufficient for the purposes of ensuring a high quality academic experience for those students and that they succeed in and beyond higher education. The strategy describes the graduate attributes that are intended to be developed through the students' education. It references the Learning resources action plan (the range of resources available to support students: the AGS and the physical LSI site) and describes the support services and wellbeing policy the different ways in which students will be supported through a dedicated Student Wellbeing team. The DoE is an experienced academic member of staff, who will oversee all academic operations and resources, supporting student engagement, including the recruitment and training of staff.
- 83. The AGS, although as noted is still in development, provides the central learning resources for students. During the site visit, the assessment team was shown a module site and the DoE demonstrated various features designed to support students' learning. These features included accessing datasets and other relevant resources, taking quizzes to check knowledge to apply what they have learned, and the use of a virtual tutor. Other resources included links to further reading.
- 84. Additional resources include support for students to improve their English language skills, if required, through access to software that uses a concept called 'word ranking'. This enables students to improve their language skills based on the words which are most relevant to their studies. There is a built-in capability to help students re-phrase text using simpler vocabulary.
- 85. During the site visit, the LSI team explained that it had put a great deal of thought into designing and creating its AGS, stating in its Automated governance system policy that 'LSI is committed to the responsible use of technology in facilitating governance and administrative processes. The 'Automated Governance System (AGS) Policy' articulates this commitment, ensuring that all automated systems used within LSI are governed by principles that safeguard accuracy, privacy, and accountability'.
- 86. Information that might typically be found in student handbooks will be made available through the AGS and the assessment team has been provided with, as noted, extensive module and programme handbooks.

Subcriterion B2.2.b

Does LSI have credible plans for how each cohort of students would receive support which is sufficient for the purposes of ensuring:

i. a high quality academic experience for those students

ii. those students succeed in and beyond higher education (B2.2.b)?

Advice to the OfS

87. The assessment team's view is that LSI has credible plans to ensure that each cohort of students will receive support which is sufficient for the purposes of ensuring a high quality academic experience and that students succeed in and beyond higher education.

- 88. The Organisational structure document sets out clearly how the different elements of the planned provision sit within departments, supporting different stages of the student journey. Three levels of support are planned: through induction, at module level and based on individual needs. Students will receive instructions before they arrive on how to use the AGS, which will include a flow chart to understand how their journey is mapped and a handbook. Module leaders will also go through how the AGS works as part of students' inductions. There is an in-house technical team to deal with any issues, and an assistant chatbot is available to answer students' questions. Students can also request to speak to a member of staff. There are also plans to employ a full-time student support specialist.
- 89. LSI's Personal Academic Tutoring (PAT) policy sets out plans for the provider's approach to personal academic tutoring for students. For example: '...each student at the School is assigned a specific member of staff whom they can meet for general, pastoral support and guidance. Personal academic tutors (PATS) are trained to help students, or make use of the School's internal or external support structures, so that students' chances of succeeding at the School is maximised. The PAT system (will be) led by the Student Wellbeing team. Its goal is to promote a feeling of inclusion, ongoing involvement, and self-assuredness.'
- 90. The PAT policy also sets out how students can access advice, guidance and support on academic and pastoral matters in detail, describing the role and kinds of duties a PAT is expected to undertake and when they need to refer students to the Student Wellbeing team. The policy also describes how professional development will be provided to ensure role-holders carry out their duties effectively and support students appropriately.
- 91. The Engagement with studies policy states expectations for students' participation and outlines 'key engagement points' which will be monitored, such as logging onto the AGS, submitting assignments and attendance at meetings with staff. The Student Engagement team will contact and support students when notified by a module leader of low engagement. The system automatically alerts the wellbeing team about students who are not engaging or reaching thresholds. Learning analytics will be monitored (to identify typical disengagement points for students, for example) and recorded and reported through the system.

- 92. LSI has considered how to support students with additional learning needs. Its Learning Support Plan sets out how students with disabilities will be supported to enable them to achieve to a high standard. For example, in consultation with students, the Learning Support Plan will set out reasonable adjustments to their studies. The Learning Support Plan also sets out a range of extenuating circumstances (usually unforeseen events) in which students can request adjustments to usual requirements, such as for assessment submission.
- 93. In terms of ensuring students' understanding of the importance of academic integrity, LSI has produced a policy to help students avoid academic misconduct. Given the extensive use of AI in many aspects of the design of the learning experience, this is an area likely to be of continuing interest and debate for LSI's staff and students. Some consideration has been given to how academic integrity can be assured for certain kinds of assessments. For example, online quizzes can be recorded with a two-way camera using the LSI mobile app. Text-based assessments can be checked with plagiarism software aligned with the Academic integrity policy. Spoken assessments may also feature as part of a varied experience of assessment modes and methods, which were described to the assessment team during the site visit.
- 94. In relation to assessment feedback to support students' academic experiences, students are assigned into groups to work on assignments to promote active participation and peer feedback. Formative assessment on students' written work is provided by AI, highlighted with specific text to enable further understanding of key concepts.
- 95. In terms of wider support that contributes to students' future success beyond their studies, the assessment team notes LSI is supportive of extracurricular activities that enable students to build social connections and networks. LSI aims to facilitate these by, for example, holding regular events on site and online for students to engage with industry experts.
- 96. A detailed overview of the support offered to students in terms of progression and careers was provided. It was explained that the programmes and their modules have been designed to meet the tech industry's current needs, help students explore entrepreneurial opportunities, and to support students into jobs. The LSI team will focus on understanding students' individual circumstances for example, if a student does not have active employment within a tech space, it will work with partnerships from different organisations to help them find internships. If students already have roles within tech organisations, LSI will help them find opportunities that exist within them and to understand the culture of their organisations. All careers information will be held within a central careers hub. LSI has connections with the British Computer Society, which has its own careers hub, and there are plans to start a partnership to enable students to have access to this. The LSI team is also exploring creating a chatbot for personalised career advice. A consultation will determine what advice to give students.
- 97. Academic staff will have industry experience and will therefore be able to provide students with relevant and current knowledge and skills. LSI will build on what it has learned on how to develop people's skills and confidence in tech, through the Geeks Academy, which has been the foundation of LSI.
- 98. The programmes, and modules within them, are designed to ensure that students have a high quality academic experience and will succeed in and beyond higher education. This is achieved through students engaging with current industry practices and requirements and applying their knowledge to current contexts. For example, the 'Digital Acumen' module provides a deep insight

into how the digital economy works, which equips students to look at employment from a different angle.

Subcriterion B2.2.c

Does LSI have credible plans for how it would ensure effective engagement with each cohort of students which is sufficient for the purpose of ensuring:

i. a high quality academic experience for those students

ii. those students succeed in and beyond higher education (B2.2.c)?

Advice to the OfS

99. The assessment team's view is that overall, the LSI has credible plans to ensure effective engagement with each cohort of students which are sufficient for the purpose of ensuring a high quality academic experience for those students, and for the purpose of ensuring that those students succeed in and beyond higher education.

- 100. LSI's Evaluation and feedback document details how LSI will ensure that there are routine opportunities for students to contribute to the development of their academic experience and their higher education course. This will be done in a way that maintains the academic rigour of the course, and the document sets out how students will be able to provide feedback and how it will be acted upon. Students will complete surveys (LSI will incorporate the questions from the Advance HE Post-Graduate Taught Survey into their own surveys) and give informal feedback. This will feed into programme leaders' annual reports and the institutional governance of LSI. Students will be consulted to inform minor and major changes to their programme sand modules, and relevant policies and regulations. There are plans that each programme will have two student representatives whose views will feed into relevant committees and the DoE will regularly meet with them informally. Students will also be able to give feedback on the different kinds of support available to them. This will be collected and reviewed on a weekly basis.
- 101. In its Student Engagement policy, LSI set out key metrics to assure itself of effective student engagement. These include an 'equality and inclusivity rating', the frequency of students' meetings with the DoE, and 'change implementation feedback', which sets out the degree to which student feedback has influenced changes. LSI is also keen to involve students in user experience tests to check that it is designing inclusive learning experiences. This policy evidences credible plans that show that LSI aims to provide routine opportunities for students to contribute to the development of their academic experience and their higher education course in ways that maintain its rigour.
- 102. The Student Charter provides a framework for students to engage with and contribute to their learning community. This provides further evidence of the ways in which students can contribute to the development of their academic experience and their course.
- 103. The LSI team has already worked with students who are users of its existing English language software system to develop its course by gaining feedback on engagement. This is applicable to the programmes it intends to offer. A similar approach is being planned for students to provide

feedback to inform the future development of the AGS. This would not only improve students' academic experiences but also assist in developing their industry knowledge of such systems, ensuring a high quality academic experience and success in and beyond higher education.

104. LSI does not plan to develop a students' union until the student body's number exceeds 500, but it is supportive of extracurricular activities that enable students to build social connections, for example related to employment and networking opportunities. These kinds of engagement activities are likely to ensure the students succeed in and beyond their higher education experiences.

B2 conclusions

Does LSI have credible plans that would enable the provider, if registered, to comply with condition B2 from the date of registration?

- 105. The assessment team's overall view is that LSI has credible plans to enable it, if registered, to comply with the requirements of condition B2 from the date of registration. It has sufficient resources, academic support and engagement to ensure that students will receive a high quality academic experience to succeed in and beyond higher education.
- 106. LSI has evidenced credible plans for providing resources that will ensure a high quality academic experience for students through: its planned recruitment of and support for appropriately qualified and experienced teaching staff; development of the AGS for the provision of current and relevant learning resources; physical teaching spaces that will be equipped with the necessary hardware and software for high quality teaching and learning in the subject; and its consideration of library services provision.
- 107. LSI has credible plans for assisting students through: its framing of support at different levels and stages of the student lifecycle (induction, module level and individual); its approach to personal tutoring; the development of a Student Wellbeing team; support for students' additional learning needs; and ensuring students understand the importance of academic integrity. The provision of extracurricular activities, networking events with external speakers and careers advice, alongside the industry-informed content of the course, will ensure students have a high quality academic experience and succeed in and beyond higher education.
- 108. LSI has credible plans for engaging with its students, through routine provision of opportunities for them to contribute to the development of their academic experience and their higher education course that maintains the rigour of that course. Students will have both informal and formal means to give feedback on their courses and be consulted on key changes, which will feed into monitoring and reporting processes. These examples are detailed in several policies.

Condition B4: Assessment and awards

Subcriterion B4.2.a

Does LSI have credible plans to ensure that each higher education course is assessed effectively (B4.2.a)?

Advice to the OfS

109. The assessment team's view is that LSI has credible plans to ensure that each higher education course is assessed effectively.

- 110. There were no sample assessment documents (e.g. brief, marking grid) available at the time of visit.
- 111. To assess whether LSI's courses are assessed effectively, the assessment team considered the range of assessment elements stated in the programme and module specifications. The modules for each programme assess students' technical skills, critical thinking, problem-solving and communication of complex information through a mix of assessment elements. This includes research projects, group assignments, artefact design, and peer review assessment. The assessment team found the range of assessment elements sufficient to assess a wide range of competencies, from theoretical knowledge to practical skills and soft skills such as teamwork and communication. In each module, formative assessments are used to build students' knowledge and skills towards the learning outcome. For instance, the AI formative assessments' aim, as stated in LSI's Teaching and learning policy, '... is to provide students with immediate feedback on their understanding of module material and highlight any areas that need support or further study.'
- 112. LSI's Assessment regulations require all summative assessments to be moderated by internal academic staff and an external examiner before they can be used in the module. The regulations stress that the moderators should consider whether the assessments assess the learning outcomes, are set at appropriate level (i.e. Level 7), and assess a range of students' skills and knowledge. The regulations also set requirements on the timeline to return feedback to students and the importance of providing constructive feedback on students' work. All students' submitted work will be checked for plagiarism and academic integrity using the software integrated in the AGS. The assessment team noted that LSI has set external examiner appointments policies in the Examiner regulations document. This includes appointment criteria, conflict of interest and the specific roles and responsibilities of external examiners in LSI.
- 113. The Academic misconduct regulations stress the importance of academic integrity for both staff and students. The document outlines the expectations, procedures for investigating and addressing academic misconduct, consequences for students when a case of misconduct is upheld, and the appeals and complaints process. The regulations include examples of academic misconduct and state that 'All students will be trained on avoiding academic misconduct during their modules'.

114. There was a risk that LSI's intent to use Gen AI tools to generate module content would cause students to assume that using such tools for generating content in their assessment is acceptable, which could lead to academic misconduct. This was discussed during the assessment visit and LSI articulated that the use of Gen AI to generate module content will adhere to their AI policy. Similarly, the assessments submitted must also comply with the AI policy. The AI policy stresses the importance of using AI 'ethically, responsibly, academically, and professionally'. The assessment team is assured that the Assessment regulations, AI policy, Academic misconduct regulations and LSI's commitment to providing training on academic misconduct to students will ensure that the assessments will be assessed effectively.

Subcriterion B4.2.b

Does LSI have credible plans to ensure that for each higher education course assessment is valid and reliable (B4.2.b)?

Advice to the OfS

115. The assessment team's view is that LSI has credible plans to ensure that for each higher education course assessment is valid and reliable.

- 116. The reliability of an assessment refers to the consistency in marking, design and administration. LSI's Assessment regulations and its Marking and grading policy set out the marking and internal and external moderation processes to ensure that marking is consistent and minimises discrepancies across different markers. The Assessment regulations outline the guidelines for designing each type of assessment to ensure consistency in creation and implementation of assessments across various courses. These provide evidence to show that LSI has credible plans to ensure the assessment is reliable.
- 117. Validity refers to the extent that the assessment measures what it is intended to measure. LSI will use a school-level generic assessment criterion, which aligns with the sector-recognised standards descriptor for a higher education qualification at Level 7, and the relevant subject benchmark statement, to reflect students' performance in relation to the modules' learning outcomes. The assessments assigned to a module are based on its teaching system. For instance, for a technical module, the assessment types include artefact design, an analytical exam and peer review assessment. For a professional module, on the other hand, the assessment types include simulation and role-playing, an analytical exam and individual essay coursework. These provide evidence to show that LSI has credible plans to ensure the assessment is valid.
- 118. The assessment team was concerned about how academic integrity can be maintained when students attempt online open book assessments. The LSI team articulated that students are required to turn on their camera and use online recording while attempting the online quizzes to ensure academic integrity. This procedure supports valid and reliable assessment.

Subcriterion B4.2.c

Does LSI have credible plans to ensure that for each higher education course the academic regulations are designed to ensure that relevant awards are credible (B4.2.c)?

Advice to the OfS

119. The assessment team's view is that LSI has credible plans to ensure that academic regulations are designed to ensure that relevant awards are credible.

- 120.LSI's Academic standards regulations ensure that the relevant awards are credible. The Academic standards regulations outline necessary components, including type of awards, programme approval rules, award eligibility criteria, and description of acceptable assessments to be considered for award classification.
- 121. The inclusion of the Quality Assurance Agency (QAA) subject benchmark on computing and sector-recognised standards in the Programme approval rules and regulations demonstrates that LSI has plans to maintain consistent standards in the programmes it offers.
- 122. The Academic misconduct regulations ensure that the integrity of academic practice in LSI is upheld by emphasising that 'All students and academic staff must understand the importance of academic integrity, including familiarity with the conventions, and best practices for properly citing and acknowledging the work of others, and students must be given the chance to address matters of poor academic practice and academic misconduct.' The Al policy ensures that Al is used '...ethically, responsibly, academically, and professionally' in LSI by '...staff, students, and other parties, such as partners, who contract with and use the LSI's services, resources and facilities'. Both the Academic misconduct regulations and Al policy support the integrity and credibility of academic achievement.
- 123. The assessment team noted that LSI's Quality plan includes Extenuating circumstances regulations and Academic appeal regulations, which ensure fairness and equity in the assessment and recognition of students' academic achievements.
- 124. The Module results and award conferment regulations set out relevant parties and steps involved in masters' awards classifications. The regulations also set out an overall marks algorithm, which is used to classify students' awards and enhance transparency to assure students that the assessment process is fair.
- 125. As noted in B4.1a and B4.2b, the assessment team's view is that students are assessed effectively and the assessments leading to awards that are considered valid and reliable. Based on the regulations mentioned above, together with observations noted in B4.1a and B4.2b, the assessment team is assured that LSI has credible plans in place to ensure that academic regulations are designed to ensure that relevant awards are credible.

Subcriterion B4.2.d

Does LSI have credible plans to ensure that for each higher education course, the academic regulations are designed to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course (B4.2.d)?

Advice to the OfS

126. The assessment team's view is that LSI has credible plans to ensure the effective assessment of technical proficiency in the English language in a manner which appropriately reflects the level and content of the applicable higher education course.

Reasoning

- 127. The Admissions policy, Visa sponsorship document and Confirmation of acceptance for studies policy ensure that prospective students must evidence adequate levels in the English language before admission.
- 128. To support students in developing their technical proficiency in the English language, LSI's business plan proposes that students will be given access to an English language learning app to learn new vocabulary (e.g. domain-specific or general vocabulary) throughout their course at LSI.
- 129. The assessment team found that the learning outcomes and the assessments criteria demonstrate that the courses will assess students' technical proficiency in the English language. For example, one of the criteria in the assessment marking matrix for all courses, as stated in their programme specifications, includes evaluating students' ability to communicate work to specialist and non-specialist audiences. Another example is in the MSc Applied AI and Machine Learning programme specification, where one of the programme aims and learning outcomes states that 'we prepare our students to articulate complex AI concepts clearly and work efficiently in diverse teams.' Furthermore, the masters' final project presentation, which is undertaken by students in all courses, assesses their ability to 'to communicate their research findings, methodologies, and implications effectively to a diverse audience in a concise, professional, and engaging manner.'

Subcriterion B4.2.e

Does LSI have credible plans to ensure that relevant awards granted to students are credible at the point of being granted and when compared to those granted previously (B4.2.e)?

Advice to the OfS

130. The assessment team's view is that LSI has credible plans to ensure that relevant awards granted to students are credible at the point of being granted and when compared to those granted previously.

- 131.LSI's Academic standards regulations document states that it is aligned with the OfS's regulatory framework, the QAA quality code and QAA subject benchmark statement for computing. Aligning the academic standards regulations with the stated regulations and standards will ensure the quality of education is standardised across different courses.
- 132. The Module results and award conferment regulations outline the procedures and criteria that govern the granting of awards, ensuring the transparency and fairness of the awarding process.
- 133. The New programme and module approval and modification regulations outline the procedures for regular reviews of academic programmes and modules with internal academic staff, external examiners and industry practitioners to ensure the programmes offered are up to date.
- 134. LSI's Academic misconduct regulations and AI policy outline clear policies to maintain academic integrity, applicable to both staff and students. Specifically, the Academic misconduct regulations cover the definitions and examples of misconduct, procedures for handling allegations, consequences for violations and guidelines for appeal.
- 135. The AI policy outlines the ethical considerations of using AI and mandates that staff and students disclose any use of AI technologies in the school, including in the summative assessment and research project.
- 136.LSI's Teaching and learning policy outlines the process for monitoring, evaluation and engagement of staff and students. This includes collecting feedback annually from students and staff on the quality of teaching and assessment. An annual learning and teaching day will be organised to review LSI's teaching and learning approaches.
- 137. The Marking, grading, and external scrutiny regulations and Assessment regulations are designed to ensure the assessments for the programmes are valid and reliable, outlining the procedures for marking and moderation. The Marking, grading and external scrutiny regulations also include a procedure for working with external examiners to ensure quality assurance.
- 138.LSI's programme specifications include clearly defined learning outcomes. Assessment marking criteria are aligned with the sector-recognised standards Level 7 descriptor and relevant subject benchmark statement, and these are consistently applied across all programmes.
- 139.LSI's regulations and policies outline the process for reviewing and updating LSI's regulations to ensure that they are always aligned with relevant requirements. This policy also specifies the parties involved in communicating the changes.
- 140. As LSI has not awarded any awards, the assessment team reviewed LSI's regulations and policies mentioned above and consider LSI to have credible plans to ensure that relevant awards granted to students are credible at the point of being granted and when compared to those granted previously.

B4 conclusions

Does LSI have credible plans that would enable the provider, if registered, to comply with condition B4 from the date of registration?

- 141. The assessment team's view is that LSI has credible plans to ensure, if registered, that it would comply with the requirements of condition B4 with reference to assessment and awards.
- 142. Considering its findings at B4.2.a, B4.2.b, B4.2.c, B4.2.d and B4.2.e above, and the related reasoning, the assessment team's view was that LSI has credible plans.
- 143. LSI has credible plans to ensure students are assessed effectively through having a range of elements to assess a wide range of competencies, from theoretical knowledge to practical and soft skills. LSI's Assessment regulations, AI policy, and Academic misconduct regulations will ensure that the assessments are set at the appropriate level and facilitate the detection of academic misconduct.
- 144.LSI has credible plans to ensure that each assessment is valid and reliable through LSI's Assessment regulations and Marking and grading policy, which set out the marking and internal and external moderation processes to ensure that marking is consistent and reflects students' performance.
- 145.LSI has credible plans to ensure that the academic regulations are designed to ensure that relevant awards are credible through maintaining consistent standards in the programmes it offers, ensuring the students are assessed effectively and the assessments are valid and reliable.
- 146. LSI has credible plans to ensure that for each higher education course, the academic regulations are designed to ensure the effective assessment of technical proficiency in the English language. This is planned to be done in a manner that appropriately reflects the level and content of the applicable higher education course through assessing students' technical proficiency in English language in all the assessments and providing appropriate software to support students' learning of domain-specific vocabularies.
- 147.LSI has credible plans to ensure that relevant awards granted to students are credible at the point of being granted and when compared to those granted previously through establishing appropriate regulations and policies to govern its programmes.

Part 2: Assessment of condition B8 – Standards

Requirement

Does LSI demonstrate in a credible manner that the standards set for the courses it intends to provide, if it is registered, appropriately reflect any applicable sector-recognised standards?

Advice to the OfS

148. The assessment team's view is that the standards set for the courses LSI intends to provide, if it is registered, appropriately reflect any applicable sector-recognised standards.

Reasoning

A.1: Qualifications at each level

- 149.LSI has demonstrated in a credible manner that, if it is registered, the courses it plans to deliver will appropriately reflect the standards and information set out in part A.1 of the sector-recognised standards.
- 150. The titles LSI has adopted for the qualifications to which its courses lead convey appropriate information about the level of the qualification, the volume, nature and field of study undertaken. These appropriately reflect the information set out in sections A.3.4 and A.2 (including Table 2) of the sector-recognised standards. LSI's qualification titles are not therefore misleading. For example, the programme specification for the MSc Software Technical Leadership refers to the sector-recognised standards Level 7 descriptors and names appropriate exit awards. LSI's courses are located at the correct level of study according to Table 1 of the sector-recognised standards and this can also be seen in the programme specification for each course.

A.2: Typical volumes of credit for qualifications

- 151.LSI has demonstrated in a credible manner that, if it is registered, the courses it intends to provide appropriately reflect the standards set out in part A.2 of the sector-recognised standards.
- 152. LSI has adopted a credit system to define the volume of learning expected of students and each of its courses is described in relation to the typical credit volumes set out in Table 2 of the sector-recognised standards. This can be seen in the programme specification for each course and the module outline for each module. For example, the programme specification for MSc AI for Business Transformation states it carries 180 credits at Level 7 with exit awards of PGDip (120 credits) and PGCert (60 credits); this is the same for all programmes. Module specifications (for example, Digital Strategy) also set out the number of credits and provide, in detail, not only the overall module learning hours but also typically how those hours will be divided between different kinds of learning, teaching and assessment related activities.
- 153. LSI's credit system appropriately reflects the typical credit values in Table 2 of the sectorrecognised standards, which sets out a total of 180 credits for a masters' degree at Level 7. LSI has planned its learning and teaching activities on the basis that each credit equates to ten learning hours. This can be seen in the programme specification for each course, which state how learning hours are apportioned in the courses.

A.3: Qualification descriptors

- 154.LSI has demonstrated in a credible manner that, if it is registered, the courses it intends to provide appropriately reflect the descriptor set out in part A.3 of the sector-recognised standards.
- 155. The proposed masters' degrees appropriately reflect the first part of the descriptor for a higher education qualification at Level 7, set out in paragraph 31 in section A.3.4 of the sector-recognised standards. For example, the programme specification for MSc Applied AI and Machine Learning sets out how the modules' content aligns to the subject benchmarking statements for Level 7 Computing. The programme's aims and learning outcomes are informed by and reflect the descriptor in A.3.4. Students will be required to 'synthesise knowledge and new insights on applied AI and machine learning in a novel way that shows a comprehension of how knowledge in the fields are advanced, including by designing and executing practical research projects that show how intelligent systems and machine learning can deliver change'. This approach can be seen in each of the programme specifications, which show the programme's alignment to the qualification descriptors.
- 156. The programme specifications do not expressly detail how the modules directly align to the programme learning outcomes. This is however implied in the overall approach to programme design and approval. The team noted the large number of learning outcomes for each module, which were discussed with the LSI team during the site visit. It is reviewing these as the details of modules are finalised and the issue aligns with similar feedback from external academic advisers involved in the programme design.

Annex A: Approach to sampling of evidence

- 1. London School of Innovation (LSI) has applied to register as an in-prospect provider delivering a single degree course and the assessment therefore considered all course materials.
- 2. As LSI has no current students, no assessed student work was available for consideration.



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