



London College of Ayurvedic Medicine

(a trading name of SETRAMED LONDON LIMITED)

Quality Assurance Manual

Consolidated Edition

Version 2.0

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About This Edition

This consolidated edition of the Quality Assurance Manual restructures and streamlines the College's quality assurance documentation. Earlier drafts of the Manual contained a number of Parts and chapters that separately restated the same policies — for example, governance and quality enhancement arrangements were each set out in two places, and safeguarding, student wellbeing, fitness to practise and equality and diversity policies were each duplicated across several Parts, in places using inconsistent wording and chapter numbering.

This edition removes that duplication. Each policy area now appears once, in the Part where it is most relevant, with related material cross-referenced rather than repeated. Chapters are numbered sequentially from 1 to 144 across the whole Manual, and no chapter number is reused. Content has been reviewed for clarity, grammar and consistency of style throughout, and a small number of new chapters have been added — covering institutional risk management, academic audit, quality improvement plans, benchmarking, and disability support — to bring together material that was previously scattered across several thinner chapters. No substantive policy has been removed: where two or more chapters covered the same ground, the fuller and clearer version has been retained and enriched with any distinct detail from the others.

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Part A – Institutional Governance

Chapters 1–9

Chapter 1. Governance Principles

1.1 Introduction

SETRAMED LONDON LIMITED, trading as the London College of Ayurvedic Medicine (LCAM), is committed to maintaining effective, transparent and accountable governance arrangements that support the delivery of high-quality Ayurvedic education, training, research and professional development.

The governance framework of LCAM ensures that institutional decisions are made responsibly, ethically and in accordance with applicable legal, regulatory, academic and professional requirements. Governance arrangements are designed to protect academic standards, support continuous improvement, safeguard the interests of students and stakeholders, and promote the long-term sustainability of the institution.

The Directors of SETRAMED LONDON LIMITED, Dr Palitha Serasinghe and Dr Soma Serasinghe, provide strategic leadership and oversight to ensure that LCAM fulfils its mission, maintains educational quality, and upholds the principles of integrity, professionalism and excellence in Ayurvedic education.

1.2 Accountability and Responsibility

LCAM operates according to clear lines of accountability, with defined roles and responsibilities for governance, academic management, administration and quality assurance. The institution ensures that:

- Governance responsibilities are clearly assigned and communicated.
- Decision-making authority is appropriately delegated while maintaining accountability.
- Leaders and staff understand their responsibilities for maintaining academic quality and institutional effectiveness.
- Decisions are supported by appropriate evidence, consultation and review processes.

The Directors retain overall responsibility for the strategic direction, financial sustainability, legal compliance and governance effectiveness of SETRAMED LONDON LIMITED.

1.3 Transparency and Integrity

LCAM is committed to openness, honesty and ethical conduct in all aspects of institutional operation. The College promotes:

- Transparent decision-making processes.
- Accurate and timely communication with students, staff, partners and stakeholders.
- Ethical management of institutional resources.
- Appropriate documentation and record keeping.
- Fair and consistent application of policies and procedures.

All members of the LCAM community are expected to act with professionalism, respect and integrity.

1.4 Academic Governance and Quality Assurance

LCAM recognises that effective academic governance is central to maintaining educational standards and student success. The institution ensures:

- Academic programmes are designed, delivered, reviewed and improved through appropriate academic processes.
- Teaching, learning and assessment practices remain consistent with institutional aims and professional expectations.
- Student achievement, progression and feedback are monitored.
- Quality assurance processes are embedded throughout academic activities.
- Continuous improvement is supported through evaluation, reflection and evidence-based decision-making.

Academic governance operates alongside institutional governance to ensure that educational standards remain protected.

1.5 Student-Centred Governance

LCAM places students at the centre of its governance approach and recognises students as key stakeholders in institutional development. The College is committed to:

- Providing a supportive and inclusive learning environment.
- Listening to and acting upon student feedback.
- Ensuring students have access to clear information, guidance and support services.
- Promoting fairness, equality and respect in all student-related processes.
- Involving students, where appropriate, in quality enhancement activities.

1.6 Equality, Diversity, Inclusion and Respect

LCAM is committed to creating an environment where all individuals are treated fairly, respectfully and with dignity. Governance decisions are guided by principles of equality of opportunity, respect for cultural diversity, prevention of discrimination and unfair treatment, inclusive access to education and support services, and recognition of the diverse backgrounds of students and staff. These principles reflect the global and multicultural nature of Ayurveda as a traditional system of healthcare and knowledge. The College's full commitments in this area are set out in the Equality, Diversity and Inclusion Policy (Part C).

1.7 Ethical and Professional Governance

As an institution dedicated to Ayurvedic medicine and education, LCAM recognises the importance of ethical practice, professional responsibility and respect for traditional knowledge systems. The College promotes:

- Ethical teaching and professional conduct.
- Respectful transmission of Ayurvedic knowledge.
- Commitment to student competence and professional development.
- Responsible communication regarding health and wellbeing.
- Appropriate standards of clinical and educational practice.

1.8 Continuous Improvement and Governance Review

LCAM is committed to a culture of continuous improvement through regular monitoring, evaluation and enhancement of its governance and academic activities. The institution will review governance effectiveness regularly, evaluate policies and procedures to ensure continued relevance, respond constructively to feedback from students, staff and external stakeholders, and implement improvement actions where opportunities are identified.

LCAM periodically reviews its governance arrangements to ensure they remain effective, proportionate and aligned with institutional objectives. Governance reviews consider the effectiveness of leadership structures, the performance of committees and decision-making processes, achievement of strategic objectives, compliance with applicable requirements, and opportunities for further improvement.

1.9 Sustainability and Long-Term Development

The governance approach of LCAM supports the long-term sustainability and development of the institution. This includes responsible financial management, effective use of institutional resources, strategic planning and risk management, investment in educational quality and staff development, and maintaining the reputation and values of the London College of Ayurvedic Medicine.

Through these governance principles, SETRAMED LONDON LIMITED, trading as London College of Ayurvedic Medicine, demonstrates its commitment to responsible leadership, academic excellence, integrity and the continuous enhancement of educational quality.

Chapter 2. Mission, Vision and Values

2.1 Mission

The London College of Ayurvedic Medicine (LCAM) is dedicated to advancing excellence in Ayurvedic and integrative healthcare education through high-quality teaching, scholarship and professional development.

The College aims to prepare knowledgeable, ethical and compassionate practitioners who combine the wisdom of Ayurveda with evidence-informed practice to promote holistic health and wellbeing. LCAM is committed to fostering lifelong learning, critical enquiry, cultural humility and person-centred care within a diverse and inclusive educational environment.

2.2 Vision

LCAM aspires to be a leading centre of excellence in Ayurvedic education in the United Kingdom and internationally, recognised for academic quality, innovation and professional integrity. The College seeks to:

- deliver education that meets high academic and professional standards;
- contribute to the development of Ayurveda within contemporary healthcare;
- encourage interdisciplinary collaboration;
- support research and scholarship in Ayurveda and integrative health;
- prepare graduates who are competent, reflective and socially responsible practitioners.

2.3 Core Values

The work of LCAM is guided by the following values:

- **Compassion** – we value kindness, empathy and respect in all interactions.
- **Integrity** – we uphold honesty, professionalism and ethical practice.
- **Excellence** – we strive for high standards in teaching, learning, assessment and governance.
- **Respect** – we recognise and value diversity, equality and cultural inclusion.
- **Scholarship** – we encourage critical thinking, enquiry and lifelong learning.
- **Collaboration** – we work in partnership with students, staff, professional bodies and the wider healthcare community.
- **Holistic Care** – we recognise the interconnectedness of physical, emotional, mental and spiritual wellbeing and encourage approaches that support the whole person.

Chapter 3. Educational Philosophy

3.1 Philosophy of Learning

LCAM believes that education is a transformative process that develops knowledge, professional competence, ethical awareness and reflective practice. Teaching is designed to support learners in integrating theoretical understanding with practical application, enabling them to provide safe, person-centred and culturally sensitive care. The College draws upon the philosophical principles of Ayurveda while encouraging learners to engage critically with contemporary healthcare evidence and professional standards.

3.2 Principles of Teaching and Learning

Teaching and learning at LCAM are founded upon the following principles: student-centred learning; active participation; experiential learning; reflective practice; evidence-informed decision-making; professional ethics; inclusive education; and continuous personal and professional development. Learning activities may include lectures, seminars, practical workshops, case discussions, clinical observation, reflective practice, directed learning and unsupervised independent study.

3.3 Graduate Attributes

LCAM graduates should demonstrate:

- **Professional Knowledge** – a sound understanding of Ayurvedic philosophy, principles and practice.
- **Clinical Competence** – the ability to apply knowledge safely and appropriately within their professional scope of practice.
- **Critical Thinking** – the ability to evaluate evidence, solve problems and make reasoned professional judgements.
- **Communication** – the ability to communicate effectively and compassionately with patients, colleagues and other professionals.
- **Professionalism** – a commitment to ethical practice, accountability and continuing professional development.
- **Reflective Practice** – the ability to evaluate personal practice and identify opportunities for continual improvement.

Chapter 4. Governance Structure

4.1 Governance Framework

LCAM maintains a governance structure that supports effective academic leadership, quality assurance, strategic planning and accountability. The governance framework promotes transparency, academic independence, effective decision-making, continuous quality improvement, student-centred approaches and appropriate management of risk.

4.2 Organisational Structure

The College governance structure comprises the following reporting line: Governing Body → Dean/Director → Academic Board → Module Leaders → Academic Staff → Administrative Staff → Students.

4.3 Governing Body

The Governing Body provides strategic leadership and ensures that LCAM operates effectively and sustainably. It has responsibility for strategic direction, financial sustainability, legal compliance, institutional risk management, approval of major policies, and appointment of the Dean/Course Director. The Governing Body delegates responsibility for academic standards to the Academic Board.

Membership should include appropriate representation from senior leadership, academic representatives, professional advisers and, where appropriate, external expertise.

4.4 Dean

The Dean provides overall leadership of the College and is responsible for strategic leadership, academic quality, operational management, staff leadership, student experience, implementation of college policies, and external partnerships.

Chapter 5. Academic Board

5.1 Purpose

The Academic Board is the senior academic authority of LCAM. Its primary responsibility is to safeguard academic standards and enhance the quality of learning opportunities.

5.2 Membership

Membership normally includes the Dean (Chair), senior academic staff, an external academic adviser (where appointed), and a Registrar or Academic Administrator (Secretary). Additional members may be co-opted where specialist expertise is required, or where student or partner-institution representation is appropriate.

5.3 Responsibilities

The Academic Board is responsible for:

- approving and monitoring new programmes and programme modifications;
- approving module specifications;
- monitoring academic standards;

- reviewing student progression and achievement;
- approving assessment regulations;
- monitoring assessment quality;
- overseeing quality assurance;
- monitoring student feedback;
- approving policy revisions;
- reviewing annual programme monitoring reports and external review recommendations;
- approving awards.

5.4 Meetings and Quorum

The Academic Board will normally meet at least three times each academic year. Extraordinary meetings may be convened where necessary. Minutes will record decisions, actions, responsible persons and completion dates, and will be retained as part of the College's quality assurance records.

A meeting shall normally be quorate where at least the Dean (or nominee), two academic members and one additional member are present.

Chapter 6. Committee Structure

To support effective governance, LCAM maintains the following committees, and may establish others with specific responsibilities as required. All committees report to the Academic Board.

6.1 Academic Board

Responsible for academic standards, as set out in Chapter 5.

6.2 Assessment Board

Responsible for confirmation of marks, progression decisions and award recommendations.

6.3 Quality Assurance Committee

The Quality Assurance Committee supports the development and monitoring of academic quality. It reviews student feedback, assessment outcomes, programme reviews, complaints, appeals, equality monitoring and improvement plans, applying a continuous improvement approach of plan, deliver, review and improve.

6.4 Programme Committee

Programme Committees ensure effective programme management and enhancement. They monitor curriculum delivery, student progress, assessment performance, learning resources, module evaluation and teaching effectiveness. Membership normally includes the Course Director, Module Leaders, teaching staff, a student representative and administrative support.

6.5 Committee Terms of Reference

Terms of Reference define the authority, responsibilities and reporting arrangements of LCAM committees. Each committee's Terms of Reference should record its name, purpose, responsibilities, membership, chair, frequency of meetings, reporting line and review date.

Chapter 7. Roles and Responsibilities

7.1 Dean

The Dean shall provide strategic leadership; ensure academic quality; maintain regulatory compliance; chair the Academic Board; and oversee College operations.

7.2 Course Director

The Course Director shall manage programme delivery; support module leaders; monitor student progress; coordinate programme reviews; and oversee assessments.

7.3 Module Leaders

Module Leaders shall design modules; prepare teaching materials; deliver teaching; assess students; maintain academic standards; and review module evaluations.

7.4 Lecturers

Lecturers shall prepare learning materials; deliver engaging teaching; assess fairly; provide timely feedback; support students; and maintain professional competence.

7.5 Students

Students are expected to engage actively with learning; attend scheduled teaching; complete assessments honestly; comply with college regulations; and provide constructive feedback.

Chapter 8. Quality Assurance Framework

8.1 Purpose

The Quality Assurance Framework provides systematic processes for maintaining academic standards and continuously improving educational quality.

8.2 Principles

Quality assurance at LCAM is based upon accountability, transparency, continuous improvement, evidence-informed decision-making and student partnership.

8.3 The Quality Cycle

The College operates a continuous quality cycle: Plan → Deliver → Monitor → Evaluate → Enhance → Review → Plan. This cycle ensures that quality assurance is an ongoing process rather than a one-time exercise, and it applies equally to programmes, modules, assessment, teaching practice, student support and partnerships.

8.4 Sources of Quality Information

The College monitors quality through student feedback, module evaluations, programme reviews, assessment outcomes, external examiner or adviser reports (where applicable), staff reflections, annual monitoring reports, complaints and appeals data, graduate feedback, and employer feedback where available.

8.5 Annual Quality Report

Each academic year, the Academic Board will produce an Annual Quality Report summarising student performance, progression and completion rates, student satisfaction, assessment outcomes, quality enhancement initiatives, policy reviews, risks identified, and actions for the following year. The report forms the basis of the College's continuous improvement planning and is reviewed through LCAM's governance structures.

Chapter 9. Risk Management

9.1 Purpose

LCAM identifies and manages risks that may affect educational quality, student experience or institutional effectiveness, applying a risk-based approach that directs additional monitoring and support to the areas of greatest concern.

9.2 Risk Areas

Institutional risks may include staffing, student recruitment, financial sustainability, clinical safety, data protection, reputation and regulatory requirements. Specialist risk registers also apply to clinical education (Part E) and to external partnerships (Part I).

9.3 Risk Indicators and Response

LCAM treats the following as indicators that additional monitoring may be required: declining student satisfaction; assessment concerns; achievement issues; resource challenges; and safeguarding concerns. Where such indicators arise, LCAM's response may include additional monitoring, action plans, staff support and curriculum review.

9.4 Risk Register

LCAM maintains a risk register recording identified risks, their likelihood and impact, mitigating actions and the person responsible for each action. The register is reviewed regularly by the Governing Body and Academic Board as part of the institution's governance and quality assurance arrangements.

Part Summary

Institutional governance at LCAM is founded on clear accountability, effective academic leadership and a commitment to continuous enhancement. Through transparent governance structures, defined roles, effective committees, proportionate risk management and systematic quality assurance processes, the College seeks to maintain high academic standards, support an excellent student experience and uphold the principles of ethical, evidence-informed and compassionate education in Ayurveda and integrative healthcare.

Part B – Academic Quality

Chapters 10–22

Chapter 10. Programme Design and Approval

10.1 Purpose

LCAM is committed to developing programmes that are academically rigorous, professionally relevant and responsive to the evolving needs of learners and healthcare practice. All new programmes must undergo a formal approval process before delivery.

10.2 Programme Design Principles

All programmes shall align with the College's mission and educational philosophy; have clearly defined aims and learning outcomes; be informed by current scholarship, professional practice and evidence where appropriate; promote safe and ethical practice; support inclusive and student-centred learning; include appropriate assessment strategies; and provide opportunities for reflective practice and professional development.

10.3 Programme Approval Process

New programmes will normally proceed through the following stages: proposal submitted by the Course Director; development of programme documentation; internal academic review; external subject specialist review (where appropriate); approval by the Academic Board; and publication and implementation. No programme may commence without formal approval by the Academic Board.

10.4 Programme Documentation

Each programme shall include a Programme Specification, Module Specifications, an Assessment Strategy, a Learning, Teaching and Assessment Plan, reading lists, a Student Handbook, a statement of resource requirements, and a staffing plan.

Chapter 11. Programme Review and Revalidation

11.1 Annual Programme Monitoring

Each programme will be reviewed annually. The review considers student achievement, progression and completion rates, assessment outcomes, student feedback, tutor evaluations, complaints and appeals, and external feedback (where applicable). The Course Director shall prepare an Annual Programme Monitoring Report for consideration by the Academic Board, as described further in Chapter 18.

11.2 Periodic Review

Programmes will normally undergo a comprehensive review every five years, or sooner if significant changes are proposed. A review panel may include the Academic Director, the Programme Leader, teaching staff, student representatives and external advisers. The review may consider curriculum relevance, professional developments, educational research, learner feedback, staffing, resources and graduate outcomes.

Following review, the Academic Board will determine whether the programme should continue unchanged, continue with modifications, be suspended, or be withdrawn.

Chapter 12. Module Design

12.1 Module Specifications

Each module shall have an approved specification containing its title, module code, level, credit value (where applicable), learning outcomes, indicative content, teaching methods, assessment methods and reading list.

12.2 Learning Outcomes

Learning outcomes should be clear, measurable, achievable and appropriate to the level of study, and should reflect knowledge, understanding, practical skills, professional behaviours, critical thinking and reflective practice.

12.3 Module Evaluation

Each module is evaluated to provide feedback on teaching effectiveness and the student learning experience. Students may comment on the clarity of teaching, learning materials, assessment, tutor support, relevance of content and workload. Feedback is used to identify strengths, address concerns, improve teaching approaches and enhance learning resources.

Chapter 13. Learning, Teaching and Assessment Strategy

13.1 Educational Approach

LCAM adopts a student-centred approach that combines lectures, seminars, tutorials, practical workshops, case-based learning, directed study, reflective practice, online learning and, where applicable, supervised clinical learning.

13.2 Learning Principles

Teaching aims to encourage active participation, promote independent learning, develop professional competence, foster critical enquiry, integrate theory with practice, and support lifelong learning.

13.3 Inclusive Learning

Teaching staff will make reasonable adjustments to support equitable participation and learning, in accordance with the College's Equality, Diversity and Inclusion Policy (Part C).

Chapter 14. Assessment Regulations

14.1 Principles

Assessment should be valid, reliable, fair and transparent, should assess achievement of learning outcomes, and should provide constructive feedback.

14.2 Assessment Methods

Assessment methods may include written assignments, essays, case studies, reflective journals, presentations, practical assessments, Objective Structured Clinical Examinations (OSCEs) where appropriate, portfolios, online assessments and examinations.

14.3 Marking and Pass Marks

Assessment shall be marked against published criteria. Students will normally receive written feedback within 20 working days of submission, unless otherwise stated. Unless otherwise specified: the pass mark is 50%, merit is 60–69%, and distinction is 70% and above; programme-specific regulations may vary and will be published in the Programme Handbook or Module Handbooks.

14.4 Late Submission

Students who are unable to meet submission deadlines should apply for an extension in advance where possible. Unauthorised late submissions may be subject to penalties in accordance with the Assessment Regulations.

Chapter 15. Internal Moderation and Assessment Quality Review

15.1 Purpose

Internal moderation ensures fairness, consistency and reliability in assessment. Moderators should not moderate their own assessments.

15.2 Moderation Process

Moderation includes review of assessment briefs, sampling of marked work, review of marking standards, comparison of grading decisions, discussion between assessors, confirmation of grades, and recommendations for improvement. Moderation records shall be retained as part of the College's quality assurance documentation.

15.3 Assessment Quality Review

LCAM periodically reviews assessment quality to ensure fairness, reliability and alignment with learning outcomes, considering assessment design, marking consistency, feedback quality and patterns in student achievement. Improvements identified through this review may include revised assessment methods, clearer guidance, staff development and enhanced moderation processes.

Chapter 16. External Review and Advisory Input

16.1 Purpose

Where appropriate, LCAM seeks independent external review of its programmes and assessment processes. External reviewers may be appointed to advise on curriculum development, review assessment standards, comment on programme quality, and identify good practice.

16.2 External Contributors

External reviewers and advisers may include experienced Ayurvedic practitioners, healthcare professionals, academic specialists and educational advisers. LCAM may also establish an external

advisory panel of experienced professionals who provide guidance on Ayurveda, healthcare education, professional practice and industry expectations.

16.3 Use of External Feedback

Recommendations from external reviewers and advisers shall be considered by the Academic Board and incorporated into quality enhancement plans where appropriate.

Chapter 17. Student Feedback and Representation

17.1 Student Voice

LCAM recognises students as partners in quality enhancement. Students are encouraged to provide constructive feedback through module evaluations, programme evaluations, student representative meetings, surveys, focus groups and informal discussions.

17.2 Student Representatives

Student representatives may be elected for each programme. Representatives communicate student views, participate in Student Experience Committee meetings, and contribute to quality enhancement discussions.

17.3 Closing the Feedback Loop

The College will communicate actions taken in response to student feedback through programme meetings, student newsletters, virtual learning environment announcements and annual quality reports.

Chapter 18. Annual Programme Monitoring

The Course Director shall prepare an Annual Programme Monitoring Report for consideration by the Academic Board, addressing:

- **Student Achievement** – completion rates, assessment outcomes, progression and achievement patterns.
- **Student Experience** – feedback, engagement, support needs and the learning environment.
- **Teaching Quality** – curriculum delivery, teaching methods, learning resources and assessment practices.
- **External Engagement** – professional relevance, external feedback and partnership activities.
- **Resources and Risk** – recruitment, retention, staffing, resources and identified risks.

The report concludes with an action plan and is reviewed by the Academic Board.

Chapter 19. Continuous Quality Enhancement

19.1 Commitment

LCAM views quality assurance as an ongoing process of enhancement rather than solely compliance. The College is committed to continuously improving curriculum design, teaching quality, assessment, student support, learning resources, digital learning, clinical education and staff development.

19.2 Sources of Enhancement

Quality enhancement activities may arise from student feedback, Annual Programme Monitoring Reports, assessment analysis, external reviews, staff reflection, educational research, employer feedback, and professional developments.

19.3 Enhancement Action Plans

Where improvements are identified, the Course Director shall prepare action plans that identify priorities, allocate responsibilities, establish timescales and define success measures. Progress will be reviewed by the Academic Board.

Chapter 20. Academic Audit Procedure

20.1 Purpose

Academic audit provides systematic evaluation of academic processes and quality systems, complementing the annual monitoring and periodic review processes described in Chapters 18 and 11.

20.2 Audit Areas

Audits may review programme documentation, assessment procedures, student records, teaching practice and policy implementation.

20.3 Audit Outcomes

Possible outcomes include identification of good practice, recommendations for improvement, and required improvement actions, which are managed through the Quality Improvement Plan process described in Chapter 21.

Chapter 21. Quality Improvement Plans

21.1 Purpose

Quality improvement plans ensure that actions identified through monitoring, review or audit are managed effectively and brought to completion.

21.2 Improvement Plan Requirements

Each action recorded in a quality improvement plan should identify the issue, the action required, the responsible person, the timescale, and the evidence of completion.

21.3 Monitoring Progress

Progress against quality improvement plans is reviewed through programme meetings, quality committees and annual monitoring.

Chapter 22. Benchmarking and Good Practice

22.1 Purpose

LCAM uses benchmarking to understand its performance relative to sector and professional expectations and to identify opportunities for enhancement, in areas such as curriculum design, teaching approaches, student support, digital learning and professional practice.

22.2 Sharing Good Practice

Good practice identified through benchmarking, audit or review is shared through staff meetings, professional networks, workshops and curriculum development activities.

Part Summary

The Academic Quality framework ensures that all programmes offered by the London College of Ayurvedic Medicine are designed, delivered, assessed and reviewed through transparent, evidence-informed and student-centred processes. By embedding continuous evaluation, reflective practice, audit and quality enhancement into every stage of the educational cycle, LCAM maintains high academic standards while supporting innovation in Ayurvedic and integrative healthcare education. Quality enhancement at LCAM is regarded as a shared responsibility across academic leaders, teaching staff, administrative staff, students and external advisers, and is approached as an ongoing process of refinement and balance, reflecting the Ayurvedic principle of continual self-observation, learning and improvement.

Part C – Student Experience, Admissions and Progression

Chapters 23–44

Chapter 23. Admissions

23.1 Admissions Policy

The London College of Ayurvedic Medicine (LCAM) is committed to operating a fair, transparent and inclusive admissions process that promotes equality of opportunity and attracts students with the potential to succeed in their chosen programme. Admissions decisions are based on academic achievement, relevant professional experience (where applicable), motivation to study and the applicant's ability to meet the learning outcomes of the programme. The College welcomes applications from individuals of diverse educational, cultural and professional backgrounds.

23.2 Admission Principles

Admissions will be fair and transparent, based on published entry criteria, free from discrimination, compliant with the Equality Act 2010, and consistent across all programmes. This policy applies to prospective students, applicants for new programmes, applicants seeking advanced entry, and students transferring from other institutions.

23.3 Admissions Process

The admissions process may include application review, interview (where appropriate), review of qualifications, review of professional experience, and verification of identity. Applicants should receive clear information regarding programme content, learning expectations, assessment requirements, fees, attendance requirements and progression routes. Admissions decisions will normally be communicated within 15 working days.

23.4 Equality in Admissions

LCAM does not discriminate unlawfully in admissions decisions and recognises that applicants may have diverse educational and professional backgrounds. Admissions decisions consider potential to succeed rather than relying solely on traditional qualifications, in accordance with the Equality, Diversity and Inclusion Policy (Chapter 25).

Chapter 24. Entry Requirements

24.1 General Entry Requirements

Programme-specific entry requirements will be published in programme specifications and promotional materials. Entry requirements vary according to programme level and complexity, and applicants may be admitted on the basis of academic qualifications, professional qualifications, relevant healthcare experience, complementary medicine background, demonstrated motivation and commitment, or Recognition of Prior (Experiential) Learning as described in Chapter 26.

24.2 Language Requirements

Students must demonstrate sufficient language ability to understand teaching materials, participate in discussions, complete assessments and communicate effectively in practical settings. Where required, applicants may be asked to provide evidence of English language proficiency.

24.3 Professional Programme Requirements

Programmes involving practical or clinical learning may require appropriate maturity, communication skills, professional conduct, and the ability to undertake practical activities safely.

Chapter 25. Equality, Diversity and Inclusion Policy

25.1 Commitment

LCAM is committed to promoting an inclusive learning environment where every student, member of staff and visitor is treated with dignity and respect, and to providing equal access to education without unlawful discrimination.

25.2 Protected Characteristics

LCAM does not tolerate unlawful discrimination based on protected characteristics, including age, disability, race, religion or belief, sex, sexual orientation, gender reassignment, marriage or civil partnership, and pregnancy and maternity.

25.3 Principles

The College will promote equality of opportunity; value diversity; make reasonable adjustments where appropriate; challenge discrimination; and encourage inclusive teaching, learning, assessment and admissions practices. All staff and students are expected to contribute to a respectful and inclusive College community.

25.4 Inclusive Ayurvedic Education

LCAM recognises the global and multicultural nature of Ayurveda as a traditional system of healthcare and knowledge, and values cultural diversity, different healthcare traditions, diverse student experiences, and respectful dialogue.

25.5 Raising Concerns

Concerns relating to discrimination, bullying or harassment — including discriminatory comments, exclusion or other inappropriate conduct — are addressed fairly and may be raised informally, through the formal Complaints Procedure (Chapter 33), or through safeguarding routes where appropriate (Part G).

25.6 Monitoring

LCAM monitors equality and inclusion through admissions data, student feedback, progression outcomes and accessibility reviews, and reports findings through the College's quality assurance processes.

Chapter 26. Recognition of Prior Learning (RPL)

26.1 Purpose

LCAM recognises that learning may occur through formal education, professional development or workplace experience. Recognition of Prior Learning (RPL) enables students to receive appropriate credit for previously achieved learning, supporting flexible learning pathways while maintaining academic standards.

26.2 Types of Prior Learning

Prior learning may include formal learning (achieved through recognised educational programmes, accredited courses or professional qualifications), non-formal learning (gained through professional development, workshops or structured training), and experiential learning, also known as Recognition of Prior Experiential Learning (RPEL) (gained through professional practice, clinical experience, employment or personal development). Evidence for RPEL claims may include professional portfolios, CPD certificates, reflective accounts, employer references and case studies.

26.3 Principles and Limits

RPL decisions must ensure that prior learning is relevant, current, sufficient, appropriately evidenced and comparable to the required learning outcomes. Each application is considered individually. Normally, no more than 50% of a programme may be awarded through RPL or RPEL, unless programme regulations specify otherwise.

26.4 Application Procedure

The RPL procedure follows four steps: an initial discussion between the applicant and the Programme Leader; submission of evidence (which may include certificates, transcripts, portfolios, professional records, reflective statements or employer confirmation); assessment of the evidence against programme learning outcomes, module requirements and competency expectations, by appropriately qualified academic staff; and a decision, which may be approval, partial recognition, a request for further evidence, or refusal.

26.5 Documentation and Appeals

Records of RPL decisions should include the evidence considered, the assessment decision, the rationale and the approval. Applicants may appeal an RPL decision through LCAM's academic appeals procedures (Chapter 34).

Chapter 27. Student Registration

27.1 Purpose

Registration establishes a student's formal relationship with LCAM. Students must complete the application process, identity verification, enrolment documentation, fee arrangements and programme registration.

27.2 Student Records

LCAM maintains records relating to personal information, programme enrolment, attendance, assessment outcomes and awards. Records are maintained securely in accordance with data protection requirements (Part J).

Chapter 28. Student Induction and Orientation

28.1 Purpose

Induction supports students in successfully beginning their studies. Students receive information regarding programme structure, learning expectations, assessment, academic support, student responsibilities, and policies and procedures.

28.2 Ayurvedic Learning Orientation

Students are introduced to LCAM's values, Ayurvedic learning philosophy, ethical practice, professional expectations and reflective learning.

Chapter 29. Student Support

29.1 Student-Centred Learning

LCAM places students at the centre of the educational experience and is committed to creating a supportive learning environment that promotes academic success, wellbeing and professional development.

29.2 Academic Support

Students have access to the Course Director, Module Leaders, academic tutorials, assessment guidance, study skills support, learning resources and online learning materials.

29.3 Personal Support

Where appropriate, students may receive guidance relating to wellbeing, study-life balance, learning difficulties, reasonable adjustments, and signposting to external support services. LCAM recognises that it is not a healthcare provider for students and will refer students to appropriate external services where specialist support is required.

29.4 Learning Resources

Students will normally have access to the digital learning platform, lecture materials, reading lists, recommended textbooks and online journals (where available).

Chapter 30. Academic Guidance

Students will receive information relating to programme requirements, assessment regulations, referencing, plagiarism and academic integrity, assignment preparation, reflective practice, and progression requirements. The Course Director will normally offer scheduled opportunities for academic guidance throughout the programme.

Chapter 31. Attendance and Engagement

31.1 Purpose

Regular engagement supports successful achievement and professional development. Students are expected to attend scheduled sessions, participate actively, complete directed learning and engage with assessments.

31.2 Monitoring and Attendance Concerns

LCAM may monitor attendance, assignment submission, participation and communication with tutors. Where attendance becomes a concern, LCAM may contact the student, offer support, develop an improvement plan, or review continuation of study.

Chapter 32. Health and Safety

LCAM is committed to maintaining a safe learning environment. Students are expected to comply with Health and Safety policies, follow tutor instructions during practical sessions, report hazards promptly, and participate in emergency procedures where required. The College undertakes regular risk assessments for classrooms, practical teaching and clinical education.

Chapter 33. Complaints

LCAM welcomes feedback and aims to resolve concerns promptly and fairly. Students are encouraged to raise concerns informally in the first instance. Where informal resolution is unsuccessful, students may submit a formal complaint in accordance with the College Complaints Policy. Students who submit complaints in good faith will not be disadvantaged. This procedure also covers concerns relating to wellbeing, safeguarding and welfare matters, which may additionally be raised through the routes described in Part G.

Chapter 34. Academic Appeals

Students may appeal academic decisions, including RPL decisions, where they believe College procedures were not followed, there was administrative error, or relevant evidence was not considered. Academic judgement itself is not grounds for appeal. Appeals will be managed in accordance with the Academic Appeals Policy.

Chapter 35. Student Code of Conduct and Ethics

35.1 General Conduct

Students are expected to maintain high standards of professionalism. Students should attend teaching regularly, prepare for classes, submit assessments on time, communicate respectfully, maintain confidentiality, respect diversity, behave ethically during practical teaching, and comply with college policies.

35.2 Ethical Principles

Students are expected to demonstrate the values of compassion (approaching others with kindness and understanding), integrity (acting honestly and responsibly), respect (honouring dignity and diversity), confidentiality (protecting personal information), and professional responsibility (recognising the impact of their actions).

35.3 Unacceptable Behaviour

Unacceptable behaviour includes harassment, discrimination, bullying, academic misconduct, disruptive behaviour, abusive language and breach of confidentiality. Breaches may result in disciplinary action.

Chapter 36. Fitness to Study

36.1 Purpose

LCAM recognises that students may experience health or personal circumstances affecting their ability to study safely and effectively. The Fitness to Study process is supportive and developmental, and aims to support students experiencing difficulties, protect student wellbeing, and ensure safe participation in practical learning.

36.2 Possible Indicators

Concerns may arise where there is a significant impact on academic participation, an inability to engage safely, persistent attendance difficulties, behaviour affecting others, or an inability to manage essential learning requirements.

36.3 Process

The process normally proceeds in three stages. In Stage 1, Supportive Discussion, the student discusses concerns with an appropriate staff member; possible outcomes include additional support, adjustments or agreed actions. In Stage 2, Formal Review, where concerns continue, a review meeting considers the evidence, the support already provided, the student's circumstances, and appropriate next steps. In Stage 3, Outcome, possible outcomes include continuation with support, a temporary interruption of study, additional monitoring, or an agreed return-to-study plan.

Chapter 37. Fitness to Practise

37.1 Purpose

Programmes involving practical or clinical education require students to demonstrate appropriate professional conduct. Fitness to Practise considers whether students possess the behaviours, attitudes and professionalism necessary for safe practice.

37.2 Professional Expectations

Students should demonstrate honesty, integrity, respect, confidentiality, safe practice, effective communication, professional boundaries and willingness to accept feedback.

37.3 Concerns

Concerns may arise regarding professional misconduct, unsafe practice, serious breaches of confidentiality, inappropriate behaviour during clinical or practical teaching, inappropriate client relationships, dishonesty, failure to follow safety procedures, or criminal convictions relevant to professional practice.

37.4 Procedure

Where concerns arise, the process normally involves an initial review by the Course Director, informal discussion where appropriate, formal investigation if required, consideration by a Fitness to Practise Panel where necessary, and an outcome communicated in writing. Possible outcomes include no further action, advice and guidance, a written warning or learning agreement, additional supervision, temporary suspension from practical activities, or, in serious cases, withdrawal from the programme. Students have the right to be heard and may appeal decisions in accordance with college procedures.

Chapter 38. Student Progression

38.1 Purpose and Requirements

Progression ensures that students develop knowledge and competence before moving to further stages of study. Student progress is monitored throughout each programme, and Programme Leaders review attendance, assessment performance, practical competencies (where applicable), engagement and progression. Students must normally complete required modules, achieve required assessment outcomes, demonstrate professional behaviour, and meet attendance requirements.

38.2 Progression Decisions

Progression decisions may consider academic achievement, practical competence, professional conduct and engagement. Students experiencing academic difficulties may be offered additional guidance or support.

Chapter 39. Interruption of Study

LCAM recognises that students may experience circumstances requiring temporary interruption, such as health reasons, personal circumstances, professional commitments or other exceptional situations. Students returning after interruption may require a review of circumstances, an updated learning plan, and confirmation of readiness to return.

Chapter 40. Withdrawal from Study

40.1 Student Withdrawal

Students wishing to withdraw should inform LCAM formally, complete withdrawal documentation, and discuss the implications of withdrawal.

40.2 LCAM-Initiated Withdrawal

Withdrawal may occur due to failure to meet academic requirements, serious professional concerns, non-engagement, or non-payment of fees according to policy.

Chapter 41. Transfer Between Programmes

LCAM may consider transfer requests where appropriate. Transfers depend upon availability, entry requirements, completed learning, and programme compatibility.

Chapter 42. Student Engagement and Representation

LCAM values students as partners in educational quality. Students are encouraged to contribute through module evaluations, programme reviews, student representative meetings, quality enhancement activities, annual surveys and discussion forums. Feedback is reviewed by the Academic Board and informs continuous improvement.

Chapter 43. Graduation and Certification

43.1 Completion Requirements

Students who successfully complete programme requirements will receive the appropriate award or certificate. Awards are approved by the Academic Board following confirmation that all assessments have been completed successfully, programme requirements have been met, and any outstanding obligations have been resolved.

43.2 Certification

Certificates should include the student's name, programme title, award achieved, date of completion and authorised signatures. Replacement certificates may be issued upon written request and payment of the applicable administrative fee.

Chapter 44. Student Records Management

LCAM maintains appropriate records relating to applications, registration, attendance, assessments, progression and awards. Student information is securely stored, accessed only by authorised personnel, and retained according to requirements, as set out in full in the Student Records Management Policy (Part J). LCAM monitors admissions and progression trends through applicant numbers, student diversity, retention, completion rates, progression outcomes and student feedback.

Part Summary

The London College of Ayurvedic Medicine is committed to providing a supportive, inclusive and student-centred educational experience from first enquiry through to graduation. Through transparent admissions, flexible recognition of prior learning, effective academic and personal support, equitable policies, robust student representation and clear professional expectations, LCAM seeks to enable every learner to achieve their potential while preparing them for safe, ethical and compassionate practice in Ayurveda and integrative healthcare. LCAM recognises that learning Ayurveda is a lifelong journey requiring knowledge, practical competence, self-reflection and commitment to compassionate practice.

Part D – Staff and Professional Standards

Chapters 45–57

Chapter 45. Staff Recruitment and Selection

45.1 Purpose

The London College of Ayurvedic Medicine (LCAM) is committed to recruiting appropriately qualified, experienced and professional staff who can contribute effectively to the delivery of high-quality education. The recruitment process aims to ensure that staff have appropriate subject expertise, relevant teaching or professional experience, commitment to student learning, alignment with LCAM values, and professional integrity.

45.2 Recruitment Principles

LCAM recruitment processes are based on fairness, transparency, equality of opportunity, objective selection criteria and appropriate professional standards. The College does not discriminate on the basis of protected characteristics as defined by the Equality Act 2010.

45.3 Staff Requirements and Selection

Academic staff should normally demonstrate appropriate qualifications in their subject area, relevant professional experience, current knowledge of Ayurveda or related healthcare disciplines, ability to support student learning, and commitment to continuing professional development. Where appropriate, staff teaching clinical or practical subjects should demonstrate current professional competence. Recruitment may include application review, qualification verification, interview, a teaching demonstration, and professional reference checks. Selection decisions should be based on suitability for the role and ability to meet programme requirements.

Chapter 46. Staff Induction

46.1 Purpose and Content

All new staff members will receive an appropriate induction to support effective integration into LCAM. Induction should cover LCAM's mission, vision and values; the governance structure; the Quality Assurance Manual; programme requirements; teaching responsibilities; assessment procedures; student support processes; equality and inclusion; health and safety; safeguarding; data protection; and professional expectations.

46.2 Academic Staff Induction

New tutors should receive guidance on module specifications, learning outcomes, assessment requirements, marking criteria, feedback expectations, virtual learning systems, and practical teaching requirements.

Chapter 47. Staff Roles and Responsibilities

47.1 Academic Staff

Academic staff are responsible for delivering effective teaching, preparing learning materials, supporting students, assessing student work fairly, providing constructive feedback, maintaining subject expertise, and engaging in quality enhancement activities.

47.2 Course Director

Course Directors are responsible for programme management, curriculum oversight, staff coordination, monitoring student achievement, annual programme review, and implementation of enhancement actions.

47.3 Module Leaders

Module Leaders are responsible for module planning, delivery coordination, assessment design, reviewing module feedback, maintaining module resources, and identifying improvements.

47.4 Visiting Lecturers and Guest Teachers

Visiting lecturers must meet appropriate professional standards, understand LCAM's expectations, provide accurate and appropriate teaching, and respect confidentiality and student wellbeing.

Chapter 48. Teaching Standards

48.1 Commitment to Teaching Excellence

LCAM expects teaching staff to provide learning experiences that are engaging, inclusive, professionally relevant, appropriately challenging, and supportive of student development.

48.2 Teaching Expectations

Staff should prepare adequately, communicate learning outcomes clearly, use appropriate teaching methods, encourage participation, respect diverse perspectives, and provide timely feedback.

48.3 Ayurvedic Education Principles

Teaching Ayurveda at LCAM should encourage respect for authentic Ayurvedic knowledge, critical understanding of traditional concepts, ethical application of knowledge, integration with contemporary healthcare understanding, and compassionate, person-centred practice.

Chapter 49. Continuing Professional Development (CPD)

49.1 Purpose and Expectations

LCAM recognises that continuing professional development is essential for maintaining teaching quality and professional competence. Staff are encouraged to maintain and develop expertise through conferences, workshops, professional courses, research activities, peer learning and teaching development activities.

49.2 CPD Areas

Relevant CPD may include subject development (such as Ayurveda, herbal medicine, yoga and wellbeing, integrative healthcare and clinical practice), educational development (such as teaching methods, assessment, online learning and inclusive education), and professional development (such as ethics, safeguarding, communication and healthcare regulations).

49.3 CPD Records

Staff should maintain records including the activity undertaken, the date, the learning gained, and the impact on teaching practice. CPD records may be reviewed during staff appraisal.

Chapter 50. Staff Performance Review

50.1 Purpose and Process

Staff review supports professional development, recognition of achievement and continuous improvement. Reviews may consider teaching performance, student feedback, assessment responsibilities, professional development, and contribution to college activities.

50.2 Development Planning

Each staff member should identify their strengths, development needs, CPD objectives, and the support required to meet them.

Chapter 51. Peer Observation and Reflective Teaching

51.1 Purpose

Peer observation supports reflective teaching practice and enhancement of learning quality. It is intended as a developmental process rather than a performance judgement.

51.2 Process and Areas Considered

Peer observation normally includes a pre-observation discussion, observation of a teaching session, a reflective discussion, and identification of enhancement actions. Observation may consider the clarity of teaching, engagement, inclusivity, learning activities, interaction with students, use of resources, and assessment alignment.

51.3 Reflective Teaching

Beyond formal observation, teaching staff are encouraged to reflect regularly on student engagement, learning outcomes, teaching methods and areas for improvement, as part of LCAM's broader commitment to quality enhancement and good practice (Part B).

Chapter 52. Professional Conduct

52.1 Staff Expectations and Boundaries

LCAM staff must demonstrate professionalism, integrity, respect, confidentiality, appropriate boundaries, and commitment to student welfare. Staff must maintain appropriate boundaries with students and should avoid inappropriate personal relationships, misuse of authority, conflicts of interest, and breaches of confidentiality.

52.2 Confidentiality

Staff must protect student information, assessment information, clinical information and College records. Information should only be shared where appropriate and authorised.

Chapter 53. Equality, Diversity and Inclusion Responsibilities

All staff have responsibility for promoting an inclusive learning environment, respecting diversity, preventing discrimination, supporting reasonable adjustments, and challenging inappropriate behaviour, in line with the College's Equality, Diversity and Inclusion Policy (Part C). Teaching materials should reflect inclusive educational practice.

Chapter 54. Safeguarding Responsibilities

Staff must understand their safeguarding responsibilities, recognise potential concerns, report concerns appropriately, and maintain professional boundaries, in line with the College's Safeguarding Policy (Part G). Staff working with vulnerable adults or clinical learners must follow LCAM safeguarding procedures.

Chapter 55. Health and Safety Responsibilities

Staff must follow health and safety procedures, complete relevant risk assessments, report incidents, and ensure safe practical teaching environments. Practical tutors must ensure students understand safety requirements before participating in activities.

Chapter 56. Staff Feedback and Engagement

LCAM values staff contribution to quality enhancement. Staff may contribute through academic meetings, programme reviews, curriculum development, policy reviews and teaching evaluations. Staff feedback supports institutional improvement.

Chapter 57. Staff Records and Documentation

LCAM maintains appropriate records relating to qualifications, employment information, induction, CPD, teaching responsibilities, appraisal and training. Records are maintained securely in accordance with data protection requirements (Part J).

Part Summary

The London College of Ayurvedic Medicine recognises that the quality of its educational provision depends upon the expertise, professionalism and commitment of its staff. Through transparent recruitment, effective induction, continuing professional development, reflective teaching practice and clear professional expectations, LCAM ensures that students receive high-quality, ethical and compassionate education in Ayurveda and integrative healthcare.

Part E – Clinical Education

Chapters 58–70

Chapter 58. Clinical Education Framework

58.1 Purpose

The London College of Ayurvedic Medicine (LCAM) recognises that clinical education is an essential component of developing safe, competent and compassionate Ayurvedic practitioners. Clinical education provides students with opportunities to apply theoretical knowledge in practical settings, develop professional skills and cultivate the ethical qualities required for responsible healthcare practice.

58.2 Principles of Clinical Education

LCAM clinical education is based upon the principles of patient/client safety, compassion and respect, ethical professional conduct, supervised learning, reflective practice, evidence-informed decision-making, respect for individual dignity and autonomy, and continuous professional development.

58.3 Aims

Clinical education aims to enable students to apply Ayurvedic principles appropriately, develop consultation and communication skills, understand professional responsibilities, practise safely within their competence, develop reflective clinical judgement, and appreciate the individual nature of health and wellbeing.

58.4 Clinical Learning Environment

Clinical learning may include supervised student clinics, practical workshops, demonstrations, case discussions, observational learning, simulated consultations, and reflective clinical practice. Students must not undertake unsupervised clinical activities beyond their level of training and competence.

Chapter 59. Clinical Governance and Responsibility

59.1 Clinical Governance Principles

LCAM maintains a clinical governance approach to ensure that clinical education is safe, effective and continuously improved. Clinical governance includes clear professional standards, appropriate supervision, risk management, incident reporting, feedback processes and continuous improvement.

59.2 Responsibilities of the College

LCAM is responsible for ensuring appropriate clinical learning opportunities, suitably qualified clinical tutors, safe learning environments, appropriate supervision, and student preparation before clinical practice.

59.3 Responsibilities of Clinical Tutors

Clinical Tutors are responsible for supervising students appropriately, ensuring safe practice, providing constructive feedback, assessing clinical competence, identifying learning needs, and addressing unsafe practice.

59.4 Responsibilities of Students

Students undertaking clinical learning must practise within their competence, follow tutor instructions, obtain appropriate consent, maintain confidentiality, behave professionally, and seek guidance when uncertain.

Chapter 60. Clinical Supervision

60.1 Purpose and Levels of Supervision

Clinical supervision ensures that students receive appropriate guidance while developing practical competence; supervision protects clients while supporting student learning. The level of supervision will depend upon student experience, complexity of activity, demonstrated competence and potential risk. Supervision may take the form of direct supervision (tutor present and actively observing practice), indirect supervision (tutor available and monitoring student activity), or independent practice, which is only permitted when students have demonstrated appropriate competence and are working within an approved scope.

60.2 Clinical Tutor Responsibilities

Clinical tutors should observe student practice, provide feedback, encourage reflection, document competency development, and intervene where safety concerns arise.

Chapter 61. Student Clinical Competencies

61.1 Purpose

Clinical competencies define the knowledge, skills and professional behaviours expected of students. Students must demonstrate competence before progressing to increased responsibility.

61.2 Core Clinical Competencies

Students should develop competence in communication (active listening, compassionate communication, appropriate questioning and professional interaction); consultation skills (gathering relevant information, understanding presenting concerns, Ayurvedic assessment approaches, and developing appropriate care plans within scope); professional conduct (ethical behaviour, respect, confidentiality and professional boundaries); practical skills where applicable (safe preparation, practical techniques, hygiene procedures, and client comfort and safety); and reflective practice (evaluating their own practice, recognising limitations, identifying learning needs, and responding to feedback).

Chapter 62. Client Consent Policy

62.1 Principle of Consent

LCAM recognises informed consent as a fundamental principle of ethical healthcare practice. Students must ensure that clients understand the nature of the activity, what will happen, any relevant risks, and their right to decline or withdraw.

62.2 Consent Requirements and Withdrawal

Consent should be informed, voluntary, specific, obtained before treatment or practical activity, and documented where appropriate. Clients have the right to withdraw consent at any time, and students and tutors must respect this decision.

Chapter 63. Confidentiality and Clinical Records

63.1 Confidentiality Principles

Students and staff must protect client confidentiality. Confidential information includes personal details, health information, consultation notes and treatment information.

63.2 Clinical Documentation and Student Responsibilities

Clinical records should be accurate, factual, clear, completed promptly and stored securely. Students must maintain confidentiality, avoid discussing clients outside appropriate settings, anonymise case discussions, and protect written and digital records.

Chapter 64. Professional Boundaries

64.1 Purpose and Expected Behaviour

Professional boundaries protect both clients and students and support ethical therapeutic relationships. Students and practitioners must maintain respectful communication, appropriate physical boundaries, professional relationships and ethical decision-making.

64.2 Inappropriate Conduct

Examples of inappropriate conduct include inappropriate personal relationships with clients, misuse of professional trust, inappropriate communication, and breach of confidentiality. Concerns will be managed through appropriate College procedures.

Chapter 65. Infection Prevention and Safety

65.1 Purpose

LCAM is committed to maintaining safe practical and clinical learning environments.

65.2 Infection Prevention Requirements

Students must follow procedures relating to hand hygiene, cleaning of equipment, appropriate use of materials, personal hygiene, and safe handling of oils and practical materials.

65.3 Clinical Environment

Clinical areas should maintain cleanliness, privacy, appropriate ventilation, safe equipment and suitable facilities.

Chapter 66. Risk Management in Clinical Education

66.1 Purpose and Risk Assessment

Risk management identifies and reduces potential harm during clinical learning. Risk assessments should consider clinical activities, student competence, client vulnerability, equipment, environment and infection risks.

66.2 Managing Concerns

Where concerns arise, LCAM may provide additional supervision, restrict activities temporarily, require further training, or review competency.

Chapter 67. Clinical Incident Reporting

67.1 Purpose

Incident reporting supports safety improvement and learning. An incident may include injury, adverse reaction, breach of confidentiality, unsafe practice, client complaint, or near miss.

67.2 Reporting Process

Students and staff should ensure immediate safety, inform the supervising tutor, complete an incident report, and participate in review where required.

67.3 Learning from Incidents

Incidents will be reviewed to identify causes, improvement opportunities, training needs and preventive actions.

Chapter 68. Clinical Assessment

68.1 Purpose and Methods

Clinical assessment evaluates whether students can apply knowledge safely and effectively. Assessment may include observed practical assessments, case presentations, clinical portfolios, reflective journals, consultation assessments and competency checklists.

68.2 Assessment Criteria

Students may be assessed on knowledge application, communication, clinical reasoning, practical skills, professionalism, ethical practice and reflection.

Chapter 69. Clinical Placement Policy (Where Applicable)

69.1 Purpose and Requirements

Clinical placements provide students with opportunities to experience professional practice environments. Placements should have appropriate supervision, defined learning outcomes, safe working conditions and communication arrangements.

69.2 Placement Monitoring

LCAM will monitor placements through student feedback, tutor reports, placement reviews and incident monitoring.

Chapter 70. Clinical Quality Enhancement

LCAM continuously improves clinical education through student feedback, clinical tutor feedback, competency reviews, incident analysis, curriculum review and professional developments, monitoring student clinical competence, practical assessment outcomes, client feedback where appropriate, clinical incidents, student confidence, tutor feedback, placement quality, and completion of competency requirements.

Part Summary

The London College of Ayurvedic Medicine recognises clinical education as a transformative stage in practitioner development. Through structured supervision, ethical practice, competency-based assessment and commitment to client safety, LCAM ensures that students develop the knowledge, skills and compassionate qualities required for responsible Ayurvedic practice. Clinical education at LCAM reflects the core principles of Ayurveda: respect for the individual, promotion of wellbeing, compassion, ethical responsibility, and the understanding of health as a balance of physical, mental, emotional and spiritual dimensions.

Part F – Academic Regulations and Assessment Framework

Chapters 71–88

Chapter 71. Academic Regulations Framework

71.1 Purpose

The London College of Ayurvedic Medicine (LCAM) Academic Regulations provide a framework for the design, delivery, assessment and award of LCAM programmes. The regulations ensure that academic standards are maintained, students are assessed fairly, achievement is recognised appropriately, and assessment decisions are consistent and transparent.

71.2 Principles and Scope

LCAM academic regulations are based upon fairness, transparency, academic integrity, consistency, inclusivity, professional relevance and continuous improvement. These regulations apply to certificate programmes, CPD courses, professional programmes, diploma programmes and advanced practitioner programmes.

Chapter 72. Programme Structure and Credit Framework

72.1 Programme Design and Learning Hours

All LCAM programmes must have clearly defined aims, learning outcomes, module structures, assessment strategies, appropriate learning hours and progression requirements. Programmes should clearly identify scheduled teaching hours, practical learning hours, directed learning, self-study and reflective practice.

72.2 Credits (Where Applicable)

Where credit systems are used, LCAM will define the credit value, learning hours, level and assessment requirements for each module.

Chapter 73. Learning Outcomes

73.1 Purpose

Learning outcomes define what students should know, understand and be able to demonstrate upon completion of a module or programme.

73.2 Learning Outcome Categories

LCAM learning outcomes should include knowledge and understanding (of Ayurvedic philosophy, theoretical principles, professional concepts and relevant healthcare knowledge); practical skills (consultation skills, practical techniques, application of knowledge and safe practice); and professional and reflective skills (ethical awareness, compassion, communication, reflective practice and professional responsibility).

Chapter 74. Assessment Framework

74.1 Purpose and Principles

Assessment determines whether students have achieved programme learning outcomes and developed appropriate knowledge, skills and professional behaviours. Assessment at LCAM should be valid, reliable, fair, inclusive, transparent and aligned with learning outcomes.

74.2 Assessment Methods

Assessment methods may include written assessment (essays, case studies, literature reviews, reflective assignments); practical assessment (demonstrations, observed practice, clinical skills assessment, competency assessment); oral assessment (presentations, viva examinations, case discussions); and portfolio assessment (clinical logbooks, reflective journals, professional development portfolios).

Chapter 75. Assessment Design and Approval

75.1 Assessment Requirements

Each assessment must have clear instructions, learning outcome mapping, marking criteria, submission requirements and feedback arrangements.

75.2 Assessment Approval

Assessments should be reviewed by the Module Leader, the Programme Leader and, where appropriate, the Academic Board.

Chapter 76. Marking and Grading

76.1 Marking Principles

Assessment marking should be objective, consistent, evidence-based and aligned with published criteria.

76.2 Generic Grading Framework

A Distinction reflects exceptional achievement demonstrating comprehensive understanding, critical reflection, excellent application of knowledge and high professional awareness. A Merit reflects strong achievement demonstrating good understanding, effective application, clear analysis and appropriate reflection. A Pass reflects achievement demonstrating satisfactory understanding, meeting required outcomes and appropriate application of learning. A Fail reflects achievement that does not yet demonstrate the required learning outcomes.

Chapter 77. Assessment Feedback

77.1 Purpose and Principles

Feedback supports student development and improvement. Feedback should be constructive, timely, specific and linked to learning outcomes.

77.2 Feedback Methods

Feedback may be provided through written comments, verbal feedback, tutorials, group feedback and practical guidance.

Chapter 78. Examination and Assessment Boards

78.1 Purpose and Responsibilities

Assessment Boards confirm student achievement and progression decisions, reviewing assessment results, progression decisions, awards, exceptional circumstances and academic concerns.

78.2 Membership

Membership may include the Academic Director, Programme Leaders, Module Leaders, an Assessment Officer, and an external adviser (where applicable).

Chapter 79. Student Submission Requirements

79.1 Submission Expectations

Students must submit work by published deadlines, follow assessment instructions, and maintain academic integrity.

79.2 Late Submission

Late submission arrangements will be published within programme regulations. Possible outcomes include acceptance with penalty, acceptance due to approved circumstances, or referral for further consideration.

Chapter 80. Extensions and Extenuating Circumstances

80.1 Purpose and Examples

LCAM recognises that unexpected circumstances may affect a student's ability to complete assessments. Circumstances may include serious illness, bereavement, significant personal difficulties, or other exceptional circumstances beyond the student's control.

80.2 Process

Students should submit a request as soon as possible, provide appropriate supporting information where required, and await a decision before the deadline where possible.

Chapter 81. Academic Misconduct

81.1 Purpose and Scope

LCAM is committed to maintaining academic integrity. Academic misconduct includes plagiarism, copying, fabrication of information, submitting another person's work, inappropriate collaboration, and misuse of artificial intelligence tools.

81.2 Academic Integrity Expectations

Students must acknowledge sources, reference correctly, submit original work, and represent their own learning honestly.

Chapter 82. Academic Misconduct Procedure

The procedure has three stages. In Stage 1, Initial Review, a concern is identified and reviewed by appropriate academic staff. In Stage 2, Investigation, the student is informed and given the opportunity to respond. In Stage 3, Decision, possible outcomes include no action, educational guidance, reassessment, a formal warning, failure of the assessment, or disciplinary action.

Chapter 83. Academic Appeals

83.1 Purpose and Grounds

Students may appeal academic decisions where there is evidence of procedural irregularity or significant error. Valid grounds may include procedures not followed, administrative error, relevant evidence not considered, or unfair treatment. Disagreement with academic judgement alone is not normally grounds for appeal.

83.2 Appeal Process

The process involves a written appeal submission, review by the appropriate authority, a communicated decision, and further review where applicable.

Chapter 84. Recognition of Achievement and Awards

84.1 Award Decisions

Awards are granted when students have completed required learning, achieved required assessments, and met professional requirements.

84.2 Certificates

Certificates should include the student's name, programme title, award achieved, date of completion and authorised signatures.

Chapter 85. Progression Requirements

Students must normally complete required modules, achieve minimum assessment requirements, demonstrate professional behaviour, and meet attendance expectations.

Chapter 86. Academic Integrity in Ayurvedic Education

LCAM recognises that professional integrity is central to Ayurvedic practice. Students are expected to demonstrate honesty in clinical records, respect for traditional knowledge sources, responsible use of evidence, and ethical communication of health information.

Chapter 87. Reasonable Adjustments in Assessment

LCAM supports inclusive assessment practices. Reasonable adjustments may include additional time, alternative assessment arrangements, accessible learning materials, and modified assessment conditions, and must maintain academic standards. Adjustments relating to disability more broadly are addressed in the Disability Support and Reasonable Adjustments policy (Part G).

Chapter 88. Assessment Records and Data Management

LCAM maintains secure records relating to assessment outcomes, feedback, progression decisions and awards, in accordance with data protection requirements (Part J).

Part Summary

The London College of Ayurvedic Medicine maintains a rigorous and transparent academic assessment framework that ensures students achieve appropriate knowledge, practical competence and professional qualities. Through clear regulations, fair assessment, effective feedback, academic integrity procedures and continuous monitoring, LCAM ensures that graduates and successful learners are prepared to apply Ayurvedic knowledge responsibly, ethically and compassionately.

Part G – Student Protection, Safeguarding and Welfare

Chapters 89–99

Chapter 89. Student Protection and Welfare Framework

89.1 Purpose

The London College of Ayurvedic Medicine (LCAM) is committed to providing a safe, supportive and inclusive learning environment where all students can achieve their educational potential. The College recognises that student success depends not only on academic development but also on wellbeing, belonging, safety and access to appropriate support.

89.2 Principles

LCAM's student welfare provision is guided by respect for dignity and individuality, equality and inclusion, compassion and care, confidentiality, professional responsibility, early identification of support needs, and appropriate referral and intervention.

89.3 Scope

This framework applies to enrolled students, prospective students where relevant, staff supporting students, and students undertaking practical or clinical learning.

Chapter 90. Safeguarding Policy

90.1 Purpose

LCAM is committed to safeguarding the welfare of students, staff, clients and visitors from harm, abuse, exploitation, neglect or unsafe situations, including children, young people, vulnerable adults, students requiring additional support, and clinical placement participants.

90.2 Safeguarding Principles

LCAM believes that everyone has the right to learn and work in a safe environment, that concerns should be taken seriously, that appropriate action should be taken promptly, and that confidentiality must be balanced with safety responsibilities. The College promotes dignity, respect, safety, prevention of harm and appropriate reporting.

90.3 Safeguarding Responsibilities

The Safeguarding Lead is responsible for receiving concerns, maintaining records, coordinating responses and ensuring appropriate referrals. Staff must remain alert to concerns, maintain professional boundaries, report concerns promptly and complete safeguarding training. Students must maintain appropriate conduct, report concerns, respect boundaries and protect confidentiality.

Chapter 91. Recognising Safeguarding Concerns

Concerns may relate to abuse, neglect, exploitation, harassment, bullying, discrimination, coercive behaviour, unsafe relationships or vulnerability. Possible forms of abuse include physical abuse (inappropriate physical harm or unsafe treatment); emotional or psychological abuse (intimidation, humiliation or controlling behaviour); sexual misconduct (unwanted sexual behaviour or inappropriate relationships); financial abuse (exploitation or misuse of resources); and neglect (failure to meet essential needs).

Chapter 92. Safeguarding Reporting Procedure

92.1 Raising a Concern

Concerns may be raised by students, staff, tutors, placement supervisors or members of the public.

92.2 Procedure

Where a concern arises: ensure immediate safety; listen respectfully; avoid making promises of confidentiality; record factual information; and report to the Dean/Director or the Governing Body. The concern will then be reviewed and appropriate action determined, which may include support, referral, investigation or monitoring.

92.3 Confidentiality

Information will be shared only with appropriate individuals on a need-to-know basis. Confidentiality may be limited where there is a risk of serious harm, a safeguarding responsibility, or a legal requirement.

Chapter 93. Student Wellbeing Framework

93.1 Purpose

LCAM recognises that students may experience challenges affecting their academic progress or personal wellbeing. The College aims to provide a supportive environment while recognising the limits of its role as an educational institution.

93.2 Ayurvedic Approach to Wellbeing

LCAM recognises that Ayurveda views health as a balance between body (Sharira), mind (Manas), senses (Indriya) and consciousness (Atma). Student wellbeing support reflects Ayurvedic principles including Svastha (health and balance) — supporting students to maintain equilibrium and resilience; Sattva (mental clarity) — encouraging awareness, emotional regulation and reflective learning; Karuna (compassion) — developing kindness towards oneself and others; and Ahimsa (non-harm) — promoting respectful and ethical interactions.

93.3 Wellbeing Support and Early Support

Students may receive support through academic guidance, personal tutoring, wellbeing conversations, referral to external services, and reasonable adjustments. LCAM encourages students to seek support early when experiencing academic difficulties, stress, personal challenges, health concerns, or difficulties affecting participation. Support is provided in a manner that is accessible, confidential, respectful, inclusive and appropriate to student needs.

Chapter 94. Mental Health and Emotional Wellbeing

94.1 Commitment

LCAM recognises the importance of emotional wellbeing in successful learning. The College promotes compassionate communication, supportive relationships, reflective practice and healthy learning environments.

94.2 Responsibilities

Students are encouraged to communicate concerns, seek appropriate support, and engage with agreed support plans. Staff should listen appropriately, provide initial support, signpost available services, and refer concerns where appropriate; staff are not expected to provide specialist mental healthcare unless professionally qualified to do so.

94.3 Confidentiality

Information relating to a student's mental health or wellbeing will be treated sensitively and shared only where necessary.

Chapter 95. Disability Support and Reasonable Adjustments

95.1 Purpose

LCAM supports students with disabilities or additional learning needs to participate effectively in their studies.

95.2 Reasonable Adjustments

Adjustments may include additional learning support, alternative assessment arrangements (see also Chapter 87 in Part F), accessible resources, and modified learning arrangements.

95.3 Assessment of Support Needs

Students may provide professional reports, support documentation or personal statements to inform the adjustments put in place.

Chapter 96. Bullying, Harassment and Sexual Misconduct

96.1 Commitment

LCAM does not tolerate bullying, harassment, intimidation, discrimination or sexual misconduct.

96.2 Reporting and Support

Students may report concerns through tutors, Programme Leaders, the Safeguarding Lead, or the formal Complaints Procedure (Part C). Students affected by inappropriate behaviour will be treated with respect and offered appropriate support and guidance.

Chapter 97. Preventing Radicalisation and Extremism

97.1 Purpose and Principles

LCAM supports a learning environment where students can engage in open discussion, critical thinking and respectful dialogue while being protected from harmful influence. The College promotes respect for different perspectives, freedom of discussion, understanding of diversity, and responsible professional behaviour.

97.2 Responsibilities

Staff should recognise potential concerns, promote respectful dialogue, and report serious concerns appropriately. Where concerns arise regarding vulnerability to extremist influence, the safeguarding procedures set out in Chapter 92 will be followed.

Chapter 98. Student Emergency and Crisis Response

LCAM will maintain procedures for responding to urgent situations including serious illness, accidents, safeguarding emergencies, clinical incidents and serious student welfare concerns.

Chapter 99. Monitoring and Review

LCAM monitors student welfare and inclusion through student feedback, complaints analysis, safeguarding reports, retention data, attendance monitoring, equality monitoring, wellbeing feedback, and student support evaluations.

Part Summary

The London College of Ayurvedic Medicine is committed to protecting student wellbeing, promoting inclusion and ensuring a safe learning environment. Through effective safeguarding procedures, student support systems, professional conduct expectations and compassionate approaches to student welfare, LCAM aims to support students in achieving academic success while developing the personal qualities required for ethical Ayurvedic practice. By integrating Ayurvedic principles of compassion, balance and ethical responsibility with contemporary safeguarding, equality and wellbeing practice, LCAM supports the development of practitioners who embody both knowledge and humanity. The College recognises that education in Ayurveda extends beyond knowledge acquisition and includes the cultivation of awareness, compassion, responsibility and respect for all individuals, and that student wellbeing is an essential foundation for compassionate healthcare practice.

Part H – Research, Scholarship and Knowledge Exchange

Chapters 100–114

Chapter 100. Research, Scholarship and Knowledge Exchange Framework

100.1 Purpose and Aims

The London College of Ayurvedic Medicine (LCAM) recognises the importance of research, scholarship and knowledge exchange in maintaining academic quality, advancing Ayurvedic education and contributing to the wider field of integrative healthcare. LCAM encourages scholarly activity that respects the heritage of Ayurveda while engaging with contemporary academic standards, ethical principles and evidence-informed approaches. The framework aims to support development of Ayurvedic knowledge, encourage reflective and scholarly practice, enhance teaching quality, promote ethical research, encourage collaboration, and contribute to professional development.

100.2 Principles

LCAM research and scholarship activities are guided by integrity, respect, transparency, ethical responsibility, cultural sensitivity, academic freedom, and protection of participants and communities.

Chapter 101. Definition of Research and Scholarship

101.1 Research

Research is defined as systematic investigation designed to develop new knowledge, understanding or insights. Examples include clinical studies, educational research, literature reviews, qualitative research and healthcare improvement projects.

101.2 Scholarship

Scholarship includes activities that develop and communicate knowledge through critical reading, academic writing, teaching enhancement, conference participation, professional discussion and curriculum development.

101.3 Knowledge Exchange

Knowledge exchange refers to sharing knowledge between students, educators, practitioners, researchers, professional communities and the wider public.

Chapter 102. Research Governance

102.1 Purpose and Oversight

LCAM maintains appropriate governance arrangements to ensure research activities are conducted responsibly. Research activities should be reviewed through appropriate academic processes, including ethical review, academic approval, monitoring and dissemination review.

102.2 Responsibilities

The Academic Board is responsible for approving research strategy, monitoring research quality and ensuring academic standards. The Research Lead is responsible for supporting research activities, advising researchers, maintaining research records and coordinating research development. Researchers are responsible for ethical conduct, accurate reporting, protecting participants and maintaining records.

Chapter 103. Research Ethics Policy

103.1 Purpose and Ethical Principles

LCAM requires all research activities to follow ethical principles that protect participants, communities and knowledge traditions. Research should demonstrate informed consent, respect for autonomy, confidentiality, minimisation of harm, and honesty in reporting.

103.2 Ayurveda and Research Ethics

Research involving Ayurveda should demonstrate respect for traditional knowledge systems, cultural heritage, practitioner wisdom, and appropriate interpretation of classical concepts. Researchers should avoid misrepresentation or inappropriate commercial exploitation of traditional knowledge.

Chapter 104. Research Ethics Approval Process

104.1 Requirement for Approval

Research involving human participants, client information, clinical activities, personal data, or vulnerable groups must receive ethical approval before commencement.

104.2 Application Requirements and Outcomes

Researchers should provide a research proposal, objectives, methodology, participant information, consent process, data management plan and risk assessment. Possible outcomes are approved, approved with conditions, revision required, or not approved. Approval from an external ethics body is required.

Chapter 105. Student Research Projects

105.1 Purpose and Student Responsibilities

Student research activities develop critical thinking, academic skills and evidence-informed practice. Students undertaking research must follow ethical requirements, use appropriate methods, reference sources accurately, protect confidentiality, and present findings honestly.

105.2 Research Supervision

Students should receive academic guidance, research skills support, methodological advice and feedback on progress.

Chapter 106. Ayurvedic Scholarship Framework

106.1 Purpose

LCAM recognises Ayurveda as a sophisticated knowledge tradition with philosophical, clinical and cultural dimensions.

106.2 Areas of Scholarship

Scholarship may include classical Ayurveda (interpretation of classical texts, historical development, philosophical foundations); clinical Ayurveda (practitioner experiences, case-based learning, therapeutic approaches, wellbeing practices); integrative healthcare (the relationship between Ayurveda and contemporary healthcare, lifestyle medicine, preventative approaches); and Ayurvedic education (teaching methods, curriculum development, student learning experiences).

Chapter 107. Staff Research and Scholarly Development

107.1 Purpose and Activities

LCAM encourages staff to maintain subject expertise and contribute to professional knowledge. Staff may engage in conferences, publications, professional networks, research projects and teaching innovation projects.

107.2 Recognition of Scholarship

Scholarly contribution may be recognised through professional development records, academic profiles, and contribution to curriculum enhancement.

Chapter 108. Research Integrity and Academic Misconduct

108.1 Research Integrity Principles

Researchers must report findings honestly, acknowledge contributions, avoid fabrication, avoid plagiarism, and maintain accurate records.

108.2 Research Misconduct

Examples include falsification of data, plagiarism, unethical participant treatment, and misrepresentation of findings. Concerns will be investigated according to LCAM procedures.

Chapter 109. Data Management and Confidentiality

109.1 Data Protection and Handling

Research data must be managed according to applicable data protection requirements. Researchers must ensure secure storage, controlled access, appropriate retention and confidentiality.

109.2 Clinical and Student Data

Clinical and student information must not be used for research without appropriate permission, consent and ethical approval.

Chapter 110. Publication and Dissemination Policy

110.1 Purpose and Methods

LCAM encourages responsible dissemination of scholarly work through journals, conferences, seminars, educational resources and professional publications.

110.2 Publication Standards

Publications should accurately represent findings, acknowledge contributors, declare conflicts of interest, and avoid unsupported claims.

Chapter 111. Intellectual Property

111.1 Purpose and Scope

LCAM recognises the importance of protecting intellectual contributions while encouraging knowledge sharing. Intellectual property may include teaching materials, research outputs, educational resources, digital content and course materials.

111.2 Ownership and Use

All intellectual property shall belong to LCAM unless alternative ownership arrangements have been clearly agreed in writing between LCAM and the contributors.

Chapter 112. External Research Collaboration

112.1 Purpose and Principles

LCAM may collaborate with external organisations to enhance education and research. Collaborations should support academic quality, ethical practice, mutual benefit and clear responsibilities.

112.2 Agreements

Where appropriate, collaborations should include agreed objectives, responsibilities, data arrangements, publication arrangements and review processes.

Chapter 113. Knowledge Exchange Activities

LCAM promotes knowledge exchange through public lectures, practitioner seminars, workshops, conferences, community education and professional networks.

Chapter 114. Research Quality Monitoring

LCAM monitors research and scholarship through research activity records, ethical approvals, staff development reviews, student feedback, publication outputs and external engagement.

Part Summary

The London College of Ayurvedic Medicine is committed to developing a culture of research, scholarship and knowledge exchange that respects the depth of Ayurvedic tradition while maintaining academic integrity and ethical responsibility. Through responsible research practices, scholarly development, student engagement and professional collaboration, LCAM supports the continued

evolution of Ayurveda as a meaningful contributor to health, wellbeing and integrative healthcare education.

Part I – Partnerships, External Relations and Collaborative Provision

Chapters 115–129

Chapter 115. Partnerships and External Relations Framework

115.1 Purpose

The London College of Ayurvedic Medicine (LCAM) recognises the importance of constructive partnerships and external relationships in enhancing the quality, relevance and sustainability of Ayurvedic education. This framework ensures that all partnerships support academic quality, student learning, professional development, ethical practice and institutional reputation.

115.2 Principles and Scope

LCAM partnerships are based upon shared values, mutual respect, transparency, academic integrity, clear responsibilities and continuous improvement. This framework applies to educational partnerships, clinical placement providers, professional organisations, accreditation bodies, guest lecturers, research collaborators and international partners.

Chapter 116. Partnership Approval and Governance

116.1 Purpose and Approval Criteria

LCAM ensures that external partnerships are carefully evaluated before approval. Potential partners are assessed against their reputation and suitability, alignment with LCAM values, educational benefit, professional standards, available resources and safeguarding arrangements.

116.2 Approval Process and Authority

Partnership proposals should include the purpose of collaboration, expected benefits, the responsibilities of each party, quality assurance arrangements, financial arrangements where applicable, and review mechanisms. Approval may involve the Course Director, the Quality Assurance Committee and the Academic Board.

Chapter 117. Types of LCAM Partnerships

117.1 Educational and Clinical Partnerships

Educational partnerships may include collaborative teaching, progression arrangements, shared learning opportunities and curriculum development. Clinical and practice partnerships may support practical learning, observation opportunities, supervised practice and professional experience.

117.2 Professional and Research Partnerships

Professional partnerships may include relationships with Ayurvedic organisations, healthcare networks, professional associations and wellbeing organisations. Research partnerships may support scholarly activity, publications, knowledge exchange and innovation.

Chapter 118. Collaborative Provision

118.1 Purpose and Activities

Where LCAM works collaboratively with another organisation to deliver education, appropriate quality assurance arrangements must be established. Collaborative activities may include joint programmes, co-delivery arrangements, validated programmes, shared modules and international delivery.

118.2 Quality Requirements

Collaborative provision must maintain LCAM academic standards, consistent assessment requirements, student support arrangements and appropriate learning resources.

Chapter 119. Due Diligence of Partners

119.1 Purpose

LCAM undertakes appropriate checks before entering partnerships.

119.2 Due Diligence Areas

Assessment may cover the organisation (legal status, reputation and governance arrangements); educational capacity (expertise, staffing, facilities and learning resources); student protection (safeguarding, complaints procedures and support arrangements); and professional suitability (ethical standards, regulatory expectations and professional reputation).

Chapter 120. Partnership Agreements

120.1 Written Agreements

All significant partnerships should be supported by formal written agreements.

120.2 Agreement Content

Agreements should define the purpose, responsibilities, duration, financial arrangements, intellectual property, confidentiality, quality monitoring and termination arrangements.

Chapter 121. Quality Assurance of Partners

121.1 Monitoring Requirements

LCAM monitors partnerships through regular communication, review meetings, student feedback, performance monitoring and annual reviews.

121.2 Review Areas

Reviews may consider student experience, teaching quality, assessment standards, resources, achievement outcomes and improvement actions.

Chapter 122. Clinical Placement and Practice Partnerships

122.1 Purpose and Requirements

Clinical partnerships provide opportunities for students to develop practical competence and professional confidence. Placement providers should demonstrate appropriate facilities, a safe practice environment, suitable supervision and professional standards.

122.2 Placement Responsibilities

LCAM will approve placement providers, prepare students, monitor quality and provide academic support. Placement providers will provide appropriate supervision, support learning, maintain safety and provide feedback.

Chapter 123. Guest Lecturers and Visiting Practitioners

123.1 Purpose and Approval

LCAM values contributions from experienced practitioners, researchers and specialists. Guest contributors should demonstrate relevant expertise, professional experience and alignment with LCAM values.

123.2 Quality Expectations

Guest teaching should support learning outcomes, provide accurate information, and respect professional ethics.

Chapter 124. Professional Accreditation and Recognition

124.1 Purpose and Professional Relationships

LCAM seeks appropriate recognition and professional engagement to enhance confidence in its educational standards, and may engage with professional associations, complementary healthcare organisations, educational networks and quality assurance organisations.

124.2 Accreditation Responsibilities

Where programmes seek accreditation or recognition, LCAM will maintain required standards, provide accurate information, respond to review requirements, and implement improvement actions.

Chapter 125. International Collaboration

125.1 Purpose and Support

LCAM recognises the international nature of Ayurveda and encourages responsible global engagement. International partnerships may support knowledge exchange, cultural understanding, academic collaboration and practitioner networks.

125.2 Principles

International activities should respect cultural heritage, ethical practice, local requirements and academic integrity.

Chapter 126. Partnership Risk Management

126.1 Purpose and Potential Risks

LCAM identifies and manages risks associated with external relationships, which may include reputational concerns, inconsistent standards, inadequate supervision, safeguarding issues and financial instability.

126.2 Risk Management Actions

Actions may include monitoring, improvement plans, additional review, and suspension or termination of the partnership.

Chapter 127. Partnership Termination

127.1 Reasons for Termination

A partnership may end due to failure to meet agreed standards, safeguarding concerns, strategic changes, or contractual issues.

127.2 Student Protection

Before ending a partnership, LCAM will consider the impact on current students, alternative arrangements, and communication requirements.

Chapter 128. External Advisory Input

128.1 Purpose and Contributors

External perspectives support quality enhancement and professional relevance. External advisers may include Ayurvedic practitioners, healthcare professionals, educators, researchers and industry representatives.

128.2 Contributions

External advisers may support curriculum review, professional relevance, assessment review and strategic development.

Chapter 129. Monitoring and Evaluation

LCAM evaluates partnerships through annual partnership reviews, student feedback, partner feedback, academic outcomes and quality improvement actions.

Part Summary

The London College of Ayurvedic Medicine is committed to developing meaningful partnerships that enhance Ayurvedic education, professional practice and knowledge exchange. Through careful partner selection, effective agreements, quality monitoring and continuous review, LCAM ensures that external relationships contribute positively to student learning, academic standards and the responsible development of Ayurveda. LCAM recognises partnerships as an extension of its educational responsibility and maintains oversight to ensure that all collaborative activities reflect its values of compassion, integrity, professionalism and excellence.

Part J – Information Management, Data Protection and Digital Learning Governance

Chapters 130–144

Chapter 130. Information Governance Framework

130.1 Purpose

The London College of Ayurvedic Medicine (LCAM) recognises that effective information management is essential for maintaining academic quality, protecting individuals and supporting effective institutional decision-making. This framework ensures that information is accurate, secure, appropriately accessible, managed responsibly and retained appropriately.

130.2 Principles and Scope

LCAM information governance is based upon confidentiality, integrity, accuracy, transparency, accountability, security and responsible use of technology. This framework applies to student records, academic records, staff information, assessment information, research data, digital learning systems and institutional documents.

Chapter 131. Data Protection Policy

131.1 Purpose and Principles

LCAM is committed to protecting personal information and processing data responsibly in accordance with applicable UK data protection legislation, including the UK General Data Protection Regulation (UK GDPR) and the Data Protection Act 2018. LCAM processes personal information according to the principles of lawfulness, fairness and transparency; purpose limitation; data minimisation; accuracy; storage limitation; security; and accountability.

131.2 Types of Information Collected

LCAM may process student information (identity details, contact information, academic records, attendance information, assessment outcomes) and staff information (employment records, qualifications, professional development records). Where necessary, LCAM may also process sensitive information relating to health circumstances, disability support requirements or safeguarding matters, which is handled with enhanced confidentiality.

Chapter 132. Data Protection Responsibilities

132.1 College Responsibilities

LCAM will maintain appropriate data protection procedures, provide guidance to staff and students, protect information systems, and respond appropriately to data concerns.

132.2 Staff and Student Responsibilities

Staff must handle information securely, only access information required for their role, maintain confidentiality, and report concerns promptly. Students must protect their own personal information, respect confidentiality, and avoid sharing protected information belonging to others.

Chapter 133. Data Subject Rights

Students and staff have rights relating to their personal information, including the right to access information, the right to request correction, the right to understand how information is used, and the right to raise concerns.

Chapter 134. Data Breach Management Procedure

134.1 Purpose and Examples

LCAM maintains procedures for responding to accidental or unauthorised disclosure, loss or misuse of information. Examples include sending information to the wrong recipient, loss of documents, unauthorised access, and inappropriate sharing of personal data.

134.2 Response Procedure

Where a breach occurs: report the concern immediately; assess the nature and severity of the breach; take action to reduce harm; record the incident; and notify relevant authorities where required.

Chapter 135. Student Records Management Policy

135.1 Purpose and Scope

LCAM maintains accurate student records to support academic administration, quality assurance and student progression, covering applications, enrolment, attendance, assessments, feedback, progression and awards.

135.2 Record Accuracy

LCAM ensures records are accurate, updated regularly, and securely maintained.

Chapter 136. Records Retention and Disposal

136.1 Retention Principles

Records are retained for appropriate periods according to legal requirements, academic requirements and professional expectations.

136.2 Secure Disposal

When records are no longer required, disposal must ensure confidentiality, security and appropriate destruction methods.

Chapter 137. Document Control and Quality Manual Version Control

137.1 Purpose

Document control ensures that LCAM policies, procedures and academic documents — including the Quality Assurance Manual, policies, procedures, programme documents, forms and guidance materials — remain accurate and current.

137.2 Document Approval

Controlled documents should include a title, version number, approval date, review date and responsible owner.

137.3 Quality Manual Version Control and Review Cycle

The Quality Assurance Manual maintains a version history, amendment records and approval records, and should normally be reviewed annually, following regulatory changes, or following significant organisational developments.

Chapter 138. Digital Learning Governance

138.1 Purpose

LCAM recognises digital learning as an important component of modern Ayurvedic education. Digital learning systems should support effective teaching, student engagement, accessibility and academic quality.

138.2 Digital Learning Platforms

LCAM may use digital platforms to support live online teaching, recorded learning materials, assessments, communication and student resources.

Chapter 139. Online Learning Quality Standards

139.1 Online Teaching Expectations

Online learning should provide clear learning outcomes, structured content, appropriate interaction, accessible resources and opportunities for feedback.

139.2 Live Sessions and Recorded Materials

Live sessions should include appropriate preparation, attendance monitoring, student engagement, and opportunities for discussion. Recorded materials should support learning, respect confidentiality, be appropriately stored, and be reviewed periodically.

Chapter 140. Learning Management System (LMS) Governance

140.1 Purpose and LCAM Responsibilities

The LMS provides a structured digital environment for learning delivery and student support. LCAM ensures appropriate access permissions, accurate course information, secure storage and technical support.

140.2 Staff Responsibilities

Teaching staff should maintain current learning materials, communicate clearly, monitor student engagement, and follow digital learning standards.

Chapter 141. Digital Accessibility Policy

141.1 Commitment and Principles

LCAM aims to ensure that digital learning resources are accessible and inclusive. Resources should consider readable formats, clear structure, appropriate contrast, captions where appropriate, and alternative formats where required.

141.2 Reasonable Adjustments

Students may request adjustments relating to disability, learning needs and access requirements.

Chapter 142. Information Security Policy

142.1 Purpose and Security Measures

LCAM protects institutional information through appropriate security practices, including secure passwords, controlled access, secure storage and regular system review.

142.2 User Responsibilities

Users must protect login details, avoid unauthorised access, and report security concerns.

Chapter 143. Digital Communication Policy

LCAM promotes respectful and professional digital communication. Students and staff should communicate respectfully, maintain confidentiality, and avoid inappropriate online behaviour.

Chapter 144. Monitoring and Quality Enhancement

LCAM monitors information and digital learning systems through student feedback, system reviews, academic audits, staff feedback and quality improvement plans.

Part Summary

The London College of Ayurvedic Medicine is committed to responsible information governance, secure data management and effective use of digital learning technologies. Through robust data protection procedures, accurate record management, digital learning standards and information security practices, LCAM ensures that students and staff can engage in a safe, accessible and high-quality educational environment. The College recognises that effective information management supports academic integrity, student wellbeing and continuous quality improvement.