



# **Quality Assurance Manual**

London College of Business

Updated and Revised January 2020

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This document outlines the policy and process of the quality assurance system of London College of Business (LCB).

### **QAA Quality Code Chapter B1: Expectation Indicator 2**

*Institutions ensure that the overriding responsibility of the academic authority (for example senate or academic board) to set, maintain and assure standards is respected and that any delegation of power by the academic authority to approve programmes is properly defined and exercised.*

### **Aim**

The overall aim of the London College of Business quality assurance strategy is to ensure the high quality delivery of programmes validated and/or accredited by external awarding bodies. In particular:

- To satisfy the awarding body that the whole range of provision, across academic and support areas, is of a quality consistent with the values and expectations of the awarding body.
- To ensure that the standard of provision is appropriate and that it meets the requirements of the QAA quality code.
- To ensure a commitment not only to quality assurance but also to the enhancement of the quality of the student experience.
- To implement the college's approach to quality assurance and enhancement in an efficient and effective manner.

### **Principles**

The management of the quality assurance system has been underpinned and shaped by a number of key principles. Those are as follows:

- comprehensive coverage;
- internal peer review;
- external peer review;
- staff involvement;
- feedback.

The quality system aims to achieve comprehensive coverage by addressing quality across the college. Thus, the process of assuring and enhancing quality is addressed through range of mechanisms which cover: programme approval and validation by external bodies; programme

review and monitoring; interim review and monitoring; and review and monitoring of all service areas including student support.

Internal peer review is an important basis for assuring and enhancing quality. Peer observation of teaching provides an opportunity for staff to observe the teaching colleagues, and to be observed themselves, as the basis for a dialogue about teaching and learning.

External peer review provides an independent assessment of standards and quality, and is achieved in a number of ways, such as external examiner reports, external verification of assignments and assessment, and annual awarding body monitoring procedures.

All staff have a responsibility to be fully involved in the quality assurance and enhancement of the student experience, and the college aims to involve as many staff members as possible in the quality assurance procedures, providing support and training as appropriate.

Feedback from both students and staff provide us with key information about the quality of our delivery. Student feedback is an important part of our quality system. It is solicited regularly and at key milestones in the students' journey with LCB.

**This document should be read in conjunction with the Student and Staff Handbooks, available on the college website [www.lcbuk.org](http://www.lcbuk.org) and upon request from the college reception.**

## QUALITY MANAGEMENT SYSTEM DESCRIPTION

### General requirements

The college's quality management system is documented, implemented, maintained and continually improved where necessary. To achieve this we have:

- Identified the processes needed to operate the management system.
- Determined the sequence and relationship of these processes.
- Determined the criteria and methods required to ensure that the processes are operated and controlled.
- Ensured that all necessary information has been obtained to support the operation and monitoring of the processes.
- Ensured that we measure, monitor and analyse the processes and implement the necessary actions to achieve the planned results and to take advantage of opportunities to improve.

### Collaboration / Accreditation

#### University of Wales

London College of Business has been a collaborative Centre of University of Wales since 2008. The basis of collaboration is explained in detail in the university's collaboration handbook and academic protocols, which are available on their website. The university regularly updates these procedural documents and uploads the latest versions on their website and emails the college when significant changes are made. The university also hosts an administration conference each year, at which the policies and procedures are reviewed. Staff of LCB attend the conference and are required to familiarise themselves with the latest university policies. When updates are made, all relevant staff are informed of the changes. This collaboration agreement has ended in the year 2013.

#### Edexcel

London College of Business has been a Work Based Learning centre of Pearson Edexcel since 2007. The basis of working with Edexcel is explained in a number of guides and handbooks which are published on Edexcel's website. When procedures are updated, Edexcel writes to and emails the college, and all relevant staff are duly informed of the changes. Edexcel run regular training sessions for staff involved in the running of their programmes. The college regularly sends staff to attend such training to ensure familiarity with the latest expectations. We also follow the quality review policy of Pearson-Edexcel as applicable for the current year.

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[https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/centre\\_guide\\_to\\_quality\\_management\\_review\\_2019\\_20\\_final.pdf](https://qualifications.pearson.com/content/dam/pdf/Support/Quality%20Assurance/centre_guide_to_quality_management_review_2019_20_final.pdf)

### **Quality Policy**

We have established our quality system and are committed to ensuring that it is communicated, understood and implemented throughout our college and that it is reviewed at least annually for continuing suitability.

### **Programme monitoring and review**

LCB routinely monitors the effectiveness of its programmes through an institutional process engaging senior management, staff, students and the awarding body. To this aim, we rely on feedback received internally (from students and faculty) and externally (from examiners, verifiers, moderators and advisors). Each semester, we gather feedback through student evaluation forms, internal and external examiner and verifier reports, and internal committee meeting minutes. LCB records most lecture sessions, enabling constant monitoring of staff performance, which drives evaluation and review discussions. Internal verification and second marking of student work is also monitored regularly to ensure the accuracy of assessment and clarity of feedback provided to students.

There are four types of review in place:

- Validation - validation of new programmes/pathways or changes exceeding 25% of existing programme specification. This review requires full membership of a validation panel convened with the awarding body.
- Periodic Review - at the end of each semester Programme Committees revise programme specifications, and if any changes are suggested propose them to the university's Joint Board of Studies (JBS) and LCB's Academic Committee for acceptance. There are also a number of weekly and monthly meetings to review recent occurrences and plan interventions where necessary. These regular meetings are detailed in the [Staff Communications Policy](http://www.lcbuk.org/pdf/Staff_Communications_Policy.pdf) ([http://www.lcbuk.org/pdf/Staff\\_Communications\\_Policy.pdf](http://www.lcbuk.org/pdf/Staff_Communications_Policy.pdf)), and the [Committee Structure](http://www.lcbuk.org/pdf/Committee_Structure.pdf) ([http://www.lcbuk.org/pdf/Committee\\_Structure.pdf](http://www.lcbuk.org/pdf/Committee_Structure.pdf)) documents.
- Internal Annual Monitoring - designed to ensure that our programmes are valid and current, and their intended learning outcomes are being attained by students. The annual monitoring of the programme is done by the report of Programme Directors that contributes to Annual Monitoring Review.
- External Annual Monitoring Review (AMR) - Provide an overview of the previous twelve months, identifying areas of good practice and any issues that need attention in the operation of the college and programme. This review is conducted in accordance with the Awarding Body's requirements.

### **Administration**

We have established an administration management system as a means of meeting our quality policy, to achieve our quality objectives. Lines of reporting are shown in the [Committee Structure](http://www.lcbuk.org/pdf/Committee_Structure.pdf) ([http://www.lcbuk.org/pdf/Committee\\_Structure.pdf](http://www.lcbuk.org/pdf/Committee_Structure.pdf)) document.

**NOTE:** The committee structures stated below were in place at all times during the University of Wales collaboration was in place till 2013. The structures continue albeit with limited staff playing overlapping roles depending on the size and nature of student enrolment into the current course programmes offered by LCB.

## QUALITY ASSURANCE BODY DESCRIPTIONS

### **Academic Committee**

The Academic Committee is responsible for advising the Senior Management Team (SMT) about issues relating to teaching and learning at the College including: maintenance of academic standards, review of courses, approval of the institution's quality assurance procedures; and the proposal for approval of new taught programmes of study to be validated or accredited by an external awarding body. This is in addition to any requirements of the validating and accrediting bodies, as may be applicable.

- The Academic Committee shall make recommendations on new programmes for consideration by SMT.
- The Academic Committee meets at the end of each academic year to review the progress of the programme and discuss the Annual Monitoring Review report for the awarding body.

### **Academic Committee Composition**

- Principal / Quality Assurance Coordinator
- Programme Directors
- Faculty Members
- Visiting Faculty Representative (where appropriate)
- Student Representative (where appropriate)
- Student Welfare Officer

### **Programme Director**

The management of the programme is the responsibility of the Programme Director, who reports to the College Principal. The Programme Director is responsible for maintaining the academic standards, efficiency and good management of the department in accordance with College regulations, guidelines and codes of practice and for the maintenance of quality assurance. The Programme Director maintains operational responsibility for the academic activity of the College and its curriculum. Reporting to the Programme Director are designated senior members of academic staff who provide assistance in assuring the quality of academic provision, promote academic development and teaching and learning initiatives.

The role of the Programme Director encompasses the following:

- Overseeing the academic quality of the programme
- Ensuring that the programme content is up to date and relevant
- Coordination of the academic team
- Ensuring that all assessment strategies are implemented in accordance with the college and awarding body policies

- Maintaining close liaison with academic staff, administration staff, and students, to ensure that any potential problems are identified at an early stage and acted upon accordingly

### **Programme Administrator**

The Programme Administrator is the key contact person for all students at the college to provide services and academic support to a particular programme. There should be separate Programme Administrators each programme type. The Programme Administrator works under the direct supervision of the Programme Director

The Programme Administrator(s) shall perform the following functions but they are not limited to:

- To contribute to the delivery of a high quality experience for our students by providing effective administrative support.
- To offer a professional, accurate, reliable and timely service to all our students and to generate ideas for continuing improvement and innovation.
- To provide administrative support to the Module Leaders
- To assist in the management of induction and orientation programmes
- To assist in the administration of the exams, assignments, assessment and certification
- Collating and processing student feedback
- Provision of administrative support to the Admission office

### **Module Leaders and Tutors (Faculty Members)**

A faculty member is expected to make contributions to the teaching efforts of the college, and to carry out activities to develop his/her scholarly, research and/or professional expertise relevant to the profession or discipline. The Faculty member has the responsibility for choice of method of presentation of the programme component, taking account of student feedback and the advice of other staff. The individual Faculty Member has a degree of freedom to experiment with programme delivery, though any major changes may need to be approved by the Programme Director after consultation.

Among other duties the faculty member shall in particular provide:

- Academic and Professional leadership
- Develop teaching materials in the chosen subject area, in association with appropriate guidance from the unit head or subject specialist or Programme Director
- Attendance at faculty meetings and/or membership of a limited number of committees
- Collaborate in cross-disciplinary research teams
- Conduct class room consultation with students
- Marking and assessment of exam papers and assignments
- Produce handout notes for students
- Produce draft exam papers and associated marking schemes

### **Quality Assurance Coordinator**

The post of Quality Assurance Coordinator has been established to develop quality assurance and enhancement procedures which are fully understood and implemented by staff delivering any programme for which LCB has the responsibility for quality assurance. We have appointed a management representative who, irrespective of other responsibilities, has authority for:

- Ensuring that the management system is implemented and maintained in accordance with the requirements of external bodies and awarding bodies that the college has interaction with;
- Reporting on the performance of the management system, including needs for improvement to the Senior Management Team (SMT).
- Ensuring awareness of student requirements throughout the college.
- Liaison with external bodies on matters relating to the management system.

The appointed Quality Assurance Coordinator is the Principal of the college, who works closely with the college Registrar in quality assurance matters.

### **Student Welfare Officer**

The Student Welfare Officer (SWO) will facilitate an effective partnership between students and staff of LCB. The SWO works in partnership with colleagues and others to represent the college's interests to students, such as the reduction of disengagement, anti-social behaviour and non-attendance in classes on the part of students, among other matters. The SWO also represents the interests of the students to the college, such as providing a voice for students in Joint Board of Studies and other college meetings, liaising with staff when relationships break down, and requesting consideration for students among other matters. The Student Welfare Officer reports directly to the SMT.

- The Student Welfare Officer's main role in the College is to help to ensure that College students are secure, happy and settled so that they can get the maximum benefit from their course.
- This requires the SWO to engage with a wide range of welfare issues among which pastoral matters, such as student lifestyle, accommodation and finances are important.
- The SWO is encouraged to be creative in proposing initiatives in such matters.
- The SWO is also expected to be an active member of the administrative team which supports the teaching and learning activities of the college, helping colleagues where necessary, whether or not these are directly connected with student welfare, and playing a full part in the life of the college.
- The Student Welfare Officer is available to all students at all times, either on the phone or in person; to discuss any matter that the student feels has not satisfactorily been addressed elsewhere. The Student Welfare Officer should be invited to all meetings related to students or policies, in order that they remain well informed of matters, to be able to swiftly respond to student enquiries.

### **Students Representatives and the Staff-Student Liaison Committee (SSLC)**

The purpose of the Staff-Student Liaison Committee is to represent the views of students and to provide a two-way channel of communication between the programme teaching staff and the student body about all aspects of the LCB programme and the overall learning experience at the College.

We encourage our students to engage constructively with staff through the SSLC to identify aspects of good practice and also to identify areas where there is room for improvement, with the assurance that they will not be penalised for so doing.

Each cohort of students should each year elect a representative who will attend a regular meeting of all student representatives and the Student Welfare Officer and staff representatives from each of the committees and sub-committees. Here they will have an opportunity to input into all matters of the student experience, academic, pastoral or administrative. The induction process and student handbooks will inform students of the role and process of student representation.

Student representatives act on behalf of the student cohort. They are responsible for raising issues, bringing forward ideas and suggestions, and responding to issues brought forward by staff. Student representatives are expected to seek out the issues that are affecting the student experience through regular and pro-active liaison with the student cohort and through regular contact with the Students' Union (including regular attendance at meetings of the Students' Union) where appropriate. Student representatives act as a first point of contact for students wishing to raise issues and ideas relating to the student learning experience.

The SSLC's remit includes reviewing the delivery of the programme and any aspect of the learning experience. It has particular responsibility for:

- considering changes to programmes and units;
- considering changes to procedures which affect current students;
- overseeing the general process of student feedback through questionnaires and unit reports.

When problems are identified, the SSLC tries to find a solution and can then make recommendations to nominated individuals or to the LCB Academic Committee for consideration.

### **Examination Boards**

The role of Examination/Verification Board is to verify that all examinations, assignments and assessments have been happened in accordance with the approved assessment regulations of the programme and in accordance with the principles and regulations laid down by the awarding body. The only body vested with the power of decision on assessment results is the examination board

The members of the examination board are as follows:

- Examinations Officer / Quality Assurance Coordinator
- External Moderator / Verifier
- External Examiner / Verifier
- Programme Director
- Module/Unit Leaders
- Programme Administrator as the Secretary to the Board

### **London College of Business and University Joint Board of Studies**

The Joint Board of Studies (JBS) of LCB and the University fulfil the requirements of Quality Assurance of the University. The outcomes of the JBS are reported to LCB Academic Committee. The main functions of the JBS are as follows:

- To receive and consider reports from the Programme Director(s) concerning the scheme in question, which shall include statistical data where appropriate.
- To receive and consider reports from external examiners, verifiers and moderators. The college's response to such comments will be followed up at subsequent meetings.



- To approve amendments to the structure/syllabus/assessment of the programme and forward them to LCB Academic Committee or to refer such modifications to the University's Validation Board if they so merit (in accordance with the Validation Board's criteria for amendments to validated schemes of study).
- To receive information regarding changes in programme staffing, teaching resources, physical resources etc and make any necessary recommendations to the LCB Academic Committee.
- To receive information as may be relevant from any internal college bodies or mechanisms, eg staff/student liaison committees, analysis of student feedback forms.

#### Joint Board of Studies composition

The Joint Board of Studies shall comprise of at least four nominated representatives of the London College of Business, one of whom shall be the Programme Director, and at least three representatives of the University. This latter category shall include Moderators and External Examiners. Where possible the Board shall have at least part of its business open to attendance by student representatives from the London College of Business.

## HUMAN RESOURCES

As an academic establishment, striving toward excellence in teaching and learning, and the provision of high quality professional and support services, the college undertakes to ensure that opportunities are available to all staff to learn and develop within their current role and in preparation for career development. London College of Business ensures that those personnel who have responsibilities defined in the Quality Assurance Processes are competent on the basis of applicable education, training, skills and experience. The college recognises that its staff are its most valuable asset.

### **Training, awareness and competency**

The College is committed to the personal and professional development of all staff. This is a prime responsibility of the College Principal. Those with management responsibility for others are encouraged to support actively the development of the performance and effectiveness of their staff in the achievement of their objectives. The Principal provides support to managers in the fulfilment of their responsibilities, and in response to the needs identified through appraisal or otherwise.

The Principal shall deliver this support by:

- providing induction and orientation programmes for newly appointed staff
- organizing a Staff Development Programme of events to meet training and development needs of staff throughout the College
- disseminating information on training and development opportunities
- circulating information about internal staff development opportunities
- providing advice and guidance about external training provision
- working with individuals or with groups
- providing funds for training and updating in accordance with policies and practices of the College

London College of Business encourages its academic staff to contribute to and publish research and white papers in journals and at conferences. The college will contribute to expense of undertaking postgraduate programmes to enable our staff to be up-to-date and to improve their qualification level.

- We will encourage our staff to take part in exchange programmes and research activities
- We have introduced peer observation in order to improve staff performance and to learn from other senior lecturers;
- all staff are obliged to know and familiarize themselves with all policies and procedures regarding College Quality Management;
- the appraisal policy allows SMT to monitor and take immediate action in order to rectify and minimize any arising issues

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This Policy is subject to annual review

Last reviewed: January 2020

Next review: January 2021

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