



Educational Oversight: report of the monitoring visit of London College of Business Ltd, February 2015

Section 1: Outcome of the monitoring visit

1 From the evidence provided in the annual return and at the monitoring visit, the review team concludes that London College of Business Ltd (the College) has made acceptable progress with continuing to monitor, review and enhance its higher education provision since [the previous monitoring visit](#) in February 2014.

Section 2: Changes since the last QAA monitoring visit

2 At the time of the review, 110 students were enrolled at the College, 21 per cent more than last year. Nearly half of these study online. The College is currently supporting the last few students enrolled on the University of Wales MBA and on the level 7 Association of Business Practitioners (ABP) Business and Information Systems programmes. This follows the termination of the College's agreement with the University in April 2014 and the closing down of ABP in June 2014. These students are due to complete their studies in June 2015. Thereafter, the College will only offer the Pearson BTEC Level 7 Diploma in Leadership and Strategic Management. In July 2014 the College signed a memorandum of understanding with Cardiff Metropolitan University to facilitate the progression of students on this programme onto the University's MBA degree. The University will deliver the course either online or directly on London College of Business premises. The College's organisational structure has remained the same as last year and members of the Senior Management Team continue to be the main tutors on all its programmes.

Section 3: Findings from the monitoring visit

3 The College has continued to build on the progress recorded following previous QAA visits in implementing its planned actions to enhance good practice and address recommendations from the February 2012 review report and from the Pearson annual management review report of January 2014. Most actions have led to improvement. Areas that have not been addressed fully do not have the potential to put academic standards or quality at risk.

4 The College's management of academic standards remains effective. Records of regular Senior Management Team meetings show clear processes for establishing action plans, monitoring progress and disseminating information. However, these records do not provide detailed accounts of the deliberations leading to planned courses of action. In December 2014 the College conducted its planned annual review of the effectiveness of its structure and policies both of which remain clear and adequate for its provision.

5 The College continues to engage actively with the Pearson annual management review process and has recorded significant progress in implementing the recommendations in the January 2014 report. Pearson staff now have access to the College's intranet, to speed up the external verification of student work, and College staff continue to maintain continuous professional development records, showing training that includes sessions delivered by Pearson. At the time of the monitoring visit the College was still awaiting the outcome of Pearson's January 2015 annual management review. The College completed

the annual monitoring review for the University of Wales in August 2014. Students, including those on online courses, continue to participate in the annual monitoring processes through regular feedback and the Student Forum, and generally report satisfaction with the provision. The College plans to resume its own annual monitoring review, which had been integrated into the Pearson management review, in June 2015. The resumption affords the College ownership and direct control over its annual monitoring processes.

6 Students receive concise and constructive feedback in electronic format and on paper, and confirmed that the feedback they receive is useful and promotes learning. The College maintains a traffic light system on its intranet to show progress on marking and verification of student work. The College recently reviewed and simplified its internal verification processes into a flowchart.

7 Along with other policies, the College has reviewed the Teaching and Learning Strategy. Students confirmed that staff apply a variety of methods, including lectures, seminars, presentations and role plays, which mirror the objectives of the Teaching and Learning Strategy. Timetables make provision for lectures, seminars and tutor time reserved for providing formative feedback to students and for personal tutorials. Live recorded lectures are available to both campus-based and online students. Staff continue to use effectively the added opportunity for peer observations that these recorded lectures provide.

8 The College's Career Advice Centre continues to offer advice which students find valuable, particularly campus-based students from overseas who are unable to take up work placements due to visa restrictions. The Centre runs workshops, helps students prepare CVs and maintain personal development plans, and arranges excursions to businesses involved with project and retail management.

9 The communications policy, which is attached to minutes of all meetings, continues to offer clear and effective guidelines on the development, authorisation and publication of published information. Copies of policies and handbooks are available on the College website. The College is developing a flowchart to simplify the sign-off process.

Section 4: Progress in working with the external reference points to meet UK expectations for higher education

10 The College has made significant progress in working with the UK Quality Code for Higher Education (Quality Code) and *The Framework for Higher Education Qualifications in England, Wales and Northern Ireland* (FHEQ). In its December 2014 review of policies, the College aligned all the policies to the relevant Expectations of the Quality Code. The Teaching and Learning Strategy no longer references the Northern Ireland Credit Accumulation and Transfer System (NICATS) level descriptors or the Credit and Qualifications Framework for Wales (CQFW), and is now linked directly to *Chapters B3: Learning and Teaching, B4: Enabling Student Development and Achievement* and *B5: Student Engagement* of the Quality Code.

11 Staff regularly attend QAA workshops and seminars and have received training on the Quality Code and on the use of level descriptors through an external consulting company. They demonstrate a working knowledge of the Expectations of the Quality Code.

Section 5: Background to the monitoring visit

12 The monitoring visit serves as a short check on the provider's continuing management of academic standards and quality of provision. It focuses on progress since the previous review. In addition, it provides an opportunity for QAA to advise the provider of any matters that have the potential to be of particular interest in the next monitoring visit or review.

13 The monitoring visit was carried out by Mr Christopher Mabika, Coordinator, and Dr Tommie Anderson Jaquest, Reviewer, on 18 February 2015.

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