



## Review for Educational Oversight: report of the monitoring visit of London School of Business & Accountancy Ltd, September 2014

### 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 the London School of Business & Accountancy Ltd has made acceptable progress with continuing to monitor, review and enhance its higher education provision since [the previous monitoring](#) visit in September 2013.

### Section 2: Changes since the last QAA monitoring visit

2 The awarding organisation and the courses remain the same. Student numbers increased from 104 in 2013 to 149 in 2014. Two more full-time administrative staff joined the School from 1 July 2014 so that it could place more focus on Home Office compliance as well as on quality assurance processes.

3 The School has indicated an intention to expand the space in its premises and to explore an alternative awarding organisation in 2015.

### Section 3: Findings from the monitoring visit

4 The School has continued to make progress in addressing the recommendations in the action plan of the 2012 review, but like at the 2013 monitoring visit, the level of progress is variable. The School is maintaining the good practice identified in the 2012 review. Student engagement remains effective, with students confirming involvement in key School activities such as annual course review, feedback to staff on the quality of their teaching, and in regular and open dialogue with staff.

5 The School has again reviewed the effectiveness of its induction programme, increasing emphasis in areas such as attendance. Students confirm that the induction programme is useful and effective. The School has recently undertaken an annual course review, with student involvement, and this review report is due for submission to the Academic Board. The course review identifies future actions that are needed, although the intended outcomes are not always clear. The School has a Quality Manual that incorporates all quality and policy documents to be shared with staff, but some aspects of the Manual need updating. The Principal is responsible for updating quality documents and ensuring they are aligned with the UK Quality Code for Higher Education (the Quality Code). The Teaching and Learning Strategy, introduced in 2013, is now embedded.

6 The School's staff development approach has continued to support teacher education, but also accommodates staff who are undertaking higher degrees. In one example, a staff member was supported in studying for a master's programme by being given a reduction in taught hours and a flexible timetable.

7 The School undertook a review of learning resources in January 2014 that included students and information from the staff-student liaison committee meetings. The School

identified improvements having taken place as a result, which include new computer equipment, faster internet wireless speeds, and improved printing facilities. Students confirmed that this had occurred since the review and that they felt that the School was acting on their feedback. The School continues to develop its website, and has engaged a website developer. Students see the website as useful. However, the process introduced to assure the accuracy and completeness of information contained on the website has still to be implemented fully.

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

8 Progress has been made in working with external reference points. The School continues to engage with the Quality Code in continuing to align its documentation and policies with it. In addition, an external report was commissioned and undertaken on the School's management and governance. The report, completed in September 2014, fulfils an advisable recommendation from the 2012 review. This report will be submitted to the Academic Board and will generate an action plan for further improvement. The Principal will take responsibility for monitoring the outcomes of the action plan.

#### **Section 5: Background to the monitoring visit**

9 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.

10 The monitoring visit was carried out by Professor Patricia Higham, Coordinator, and Mr Mike Slawin, Reviewer, on 17 September 2014.

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