

## LBC Quality Management & Enhancement

LBC's *Quality Management & Enhancement Model* underpins the procedures and capacity to ensure the integrity of our academic programmes and the quality of their delivery.

LBC's quality management and enhancement programme is led by the Vice Principal and is accountable to the Principal and Board of Governors. This person is responsible for monitoring quality management, highlighting risks to, or non-compliance with, required quality standards, advises the organisation regarding improvements to the quality processes and assess the priority and the resources required to ensure compliance with, and enhancement of quality.

### **Recruitment, validation, development & management of staff In respect of all staff and associates, LBC ensures:**

- there are written procedures for the hiring, performance management, and development, disciplining and termination
- personnel policies are in place that provide for ethical treatment
- clear targets and objectives are set which make required contributions and achievements within the company easy to understand and maintain

### **In respect of academic and learning support staff, LBC:**

- seeks applications from and considers only candidates who can provide evidence, which can be validated, that they meet the Awarding Body criteria
- reviews and validates the evidence and makes the validated evidence available to the Awarding Body
- ensures that candidates for positions have not been barred from teaching for reasons of miss-conduct, or any criminal offence, and are capable of delivering the learning in ways that appropriately support student learning and success

### **Recruitment and validation of learners LBC:**

- has admission and recruitment policies, and administrative procedures, and ensures that professional ethics and transparency are strictly observed in the admissions process;

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- provides to candidates information on learning and certification outcomes, programme delivery methodology and timetable, resources required (including computing and internet access), examination timescales, learning facilities, fees and other costs
- provides information on requirements in respect of student conduct, attendance, academic performance
- has a process to assist candidates who elect to apply in submitting evidence that they meet the pre-qualification (certification and/or experience) for their selected programme
- validates the pre-qualification evidence of each applicant and ensures identity verification
- has a process for validated candidates to be offered unconditional places on the programme
- offers advice and information to candidates, who do not meet the criteria, on how they can close the gap; they may be offered a place (which may be deferred) conditional on their closing this gap
- asks and helps students who apply for and those that are accepted onto LBC programmes to provide information on any special needs that they have; we ensure that applicant and accepted learners are not impaired by any special needs.

### **Ensuring the quality of teaching and learning**

The LBC management team, headed by the VP, monitors the quality of teaching and the learning experience through observation, reviewing feedback from learners and measuring attainment achieved against agreed targets.

The VP makes recommendations to the individual teachers on issues and opportunities identified through the monitoring process.

Issues are managed through a development and (if necessary) disciplinary process. In respect to good practice opportunities, these are documented and made available to all staff working for LBC as an integral part of our commitment to continuous enhancement of quality

### **The Learning Environment**

LBC:

- provides a learning environment that meets the required academic and quality Standards and/or where LBC makes use of facilities provided by a delivery partner
- inspects the quality and safety of the learning environment
- ensures that the learners have an environment suitable for the level of work being undertaken

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- ensures that there is suitable & fit-for-purpose resources and facilities for learners; including books, internet resources and access to IT
- monitors classroom/learning group size to ensure optimum academic benefit to learners

### **The Learning Experience**

At LBC we aim to ensure that learning experiences are relevant and designed to create the opportunity and motivation for learners to achieve the outcomes which they require from our programmes.

#### **Learner support. LBC has a team which**

- retains adequate profile and contact information on all registered learners, any special needs they may have, and for which programmes they are registered.
- monitors and listens to feedback from learners
- addresses identified individual learner needs on an ongoing basis
- monitors the level of participation and engagement of learners, paying attention to data about attendance at lectures and other programme events, submission of assignments against scheduled expectations, communication and support staff, and individual learner feedback.
- contacts learners who appear to be struggling and/or not meeting the required level of participation and ascertains what is causing this to happen.

In consultation with staff, agrees levels of support, deferment or re-direction to other programmes, to help the learner retain or re-plan their commitment to learning.

### **Assignment submission procedures**

LBC ensures that there are procedures and secure facilities in place for the validation of the integrity of assignments and examinations. The LBC staff are responsible for monitoring the integrity of assignments delivered by learners to them.

### **Feedback procedures:**

LBC regularly seeks and commissions feedback from its students and other stakeholders. This feedback is obtained through regular surveys and questionnaires, related to all aspects of the administrative and academic sides of the programme.

A 'suggestions box' is also used to encourage ideas in an anonymous manner. The VP is responsible for a systematic approach to gaining and commissioning this feedback, based on the following approaches.

### **Learners**

- Successful and unsuccessful candidates for places on LBC programmes of study are asked to give their feedback on the recruitment experience, with suggestions for improvement
- All learners are asked to give feedback after achieving programme milestones & at the end of their course
- Learners are informed of contact points and the communication process within LBC, for raising concerns about the programme
- Each group of learners is asked to nominate a representative who is invited by the VP to become part of an on-going student consultation council. These representatives are encouraged to offer insights and improvement suggestions on behalf of the students and are polled for consultation on improvements/changes planned by LBC

LBC's VP commits to meet regularly with UK partners e.g. Awarding Bodies to review the programmes and ensure adherence with their requirements and where sought to provide information on reviews, views of quality taking account of the learner feedback and other data, conclusions, recommendations arising from LBC's quality improvement procedures.

### **Other stakeholders**

LBC commits to establishing as appropriate, mechanisms for meeting with and/or soliciting feedback from other stakeholders.

### **LBC Staff (academic, learning support, management and administration)**

LBC's staff are invited to raise concerns, and/or make recommendations relating to quality. This can be offered anonymously or through meetings and/or the staff appraisal programme.

### **Commitment to continuous enhancement of quality**

In addition to the established procedures and capabilities designed to ensure ongoing operational commitment to the management of quality LBC in line with the Awarding Body requirements we have a culture of continuous enhancement to quality.

We are aware that our vision to be recognised as a leading provider of high quality education will only be achieved if we relentlessly pursue the highest possible quality,

and continuously learn and enhance the experience and value we offer to our learners and other stakeholders.

Continuous enhancement is underpinned by three foundation principles

- collaborative working with partners who have a commitment to the highest level of academic quality
- systematic attention to quality management and to addressing issues and realising opportunities arising from the management of quality
- promoting and enabling active participation of learners, and others stakeholders (such as parents and employers) in improving the quality of learning experiences.

To oversee and guide the enhancement of quality the VP gathers and analyse data and anecdotal evidence in a continuous and systematic manner, reviews and produces reports on issues, opportunities, trends and comparisons with other organisations. The summary and conclusions from these reports feed in to the Annual Self Assessment process which informs development of the annual Quality Improvement Plan, together with recommendations for improvements. Progress against targets within the QIP are reported to SMT on a quarterly basis.

Urgent issues and opportunities in respect of quality of provision are fast-tracked by the VP to the Principal and Board of Governors.

**Checked on 4<sup>th</sup> August 2021 by Cillian Logue**