

The London Institute of Banking & Finance Code of Practice for Quality Assurance (Higher Education)

Chapter 1: Introduction

- 1.1** The London Institute of Banking & Finance's Code of Practice for Quality Assurance (the Code) sets the framework within which we manage our continuing assurance and enhancement of the academic quality of our higher education provision.
- 1.2** The Code is intended to act as a convenient reference point providing an accessible structure for dealing with quality assurance matters and supporting the sharing of good practice. It forms part of our Academic Framework and directly reflects our General and Academic Regulations for Students.
- 1.3** Our approach to quality and standards has been developed with reference to national benchmarks, frameworks and educational policy. It is based on established differentiation between academic quality and academic standards. We use the following definitions:
- Academic quality*** describes how well the learning opportunities available to students help them to achieve their award. It is a way of defining the overall student learning experience.
- Academic standards*** are a way of describing the level of achievement a student has to reach to gain an academic award (eg a degree).
- Enhancement*** is the systematic approach to enhancing the student learning experience by improving the quality of provision and personal and professional development opportunities. It involves a systematic process for:
- Identifying areas of concern and areas of good practice;
 - Analysing how processes and procedures can be developed or improved to address the concerns or disseminate the good practice;
 - Implementing the resultant changes to the procedures; and
 - Monitoring the effectiveness of those changes.
- 1.4** The Code is tailored to reflect the nature of our awards and positioning, as a provider of higher education offered through various modes of study. It makes direct reference to the QAA's Framework for Higher Education Qualifications (FHEQ), and other external reference points.
- 1.5** The Code is based on the principle that procedures should be:
- Simple, effective and measurable;
 - Drawn on best practice from across the sector;
 - Integrated into the routine management of teaching, learning and assessment; and
 - Derived from external procedures and expectations so as to ensure consistency with national requirements.
- 1.6** The QAA has identified the following values as underpinning good practice in assuring quality and standards in higher education:

- All students are treated fairly, equitably and as individuals;
- Students have the opportunity to contribute to the shaping of their learning experience;
- Students are properly and actively informed at appropriate times of matters relevant to their programmes of study;
- All policies and processes relating to study and programmes are clear and transparent;
- Strategic oversight of academic standards and academic quality is at the highest level of academic governance of the provider;
- All policies and processes are regularly and effectively monitored, reviewed and improved;
- Sufficient and appropriate external involvement exists for the maintenance of academic standards and the quality of learning opportunities;
- Staff are supported, enabling them in turn to support students' learning experiences.

1.7 The Code is designed to reflect these values in as comprehensive a fashion as possible. It is kept under constant review to ensure its effectiveness. The Code is published on our Internet and it is this version, updated as changes are approved, which should be regarded as the definitive source at any time.

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