



Quality Assurance Policy (QAP)

Introduction

This policy sets out the objectives and procedures that underpin our commitment, detailing how we as an institution provide, audit and improve the following: quality teaching, quality learning and student satisfaction.

Quality Teaching and Service

1.1 Lecturer observation and appraisal process

Hardworking and experienced academic staff members are one of the college's strongest assets. Therefore;

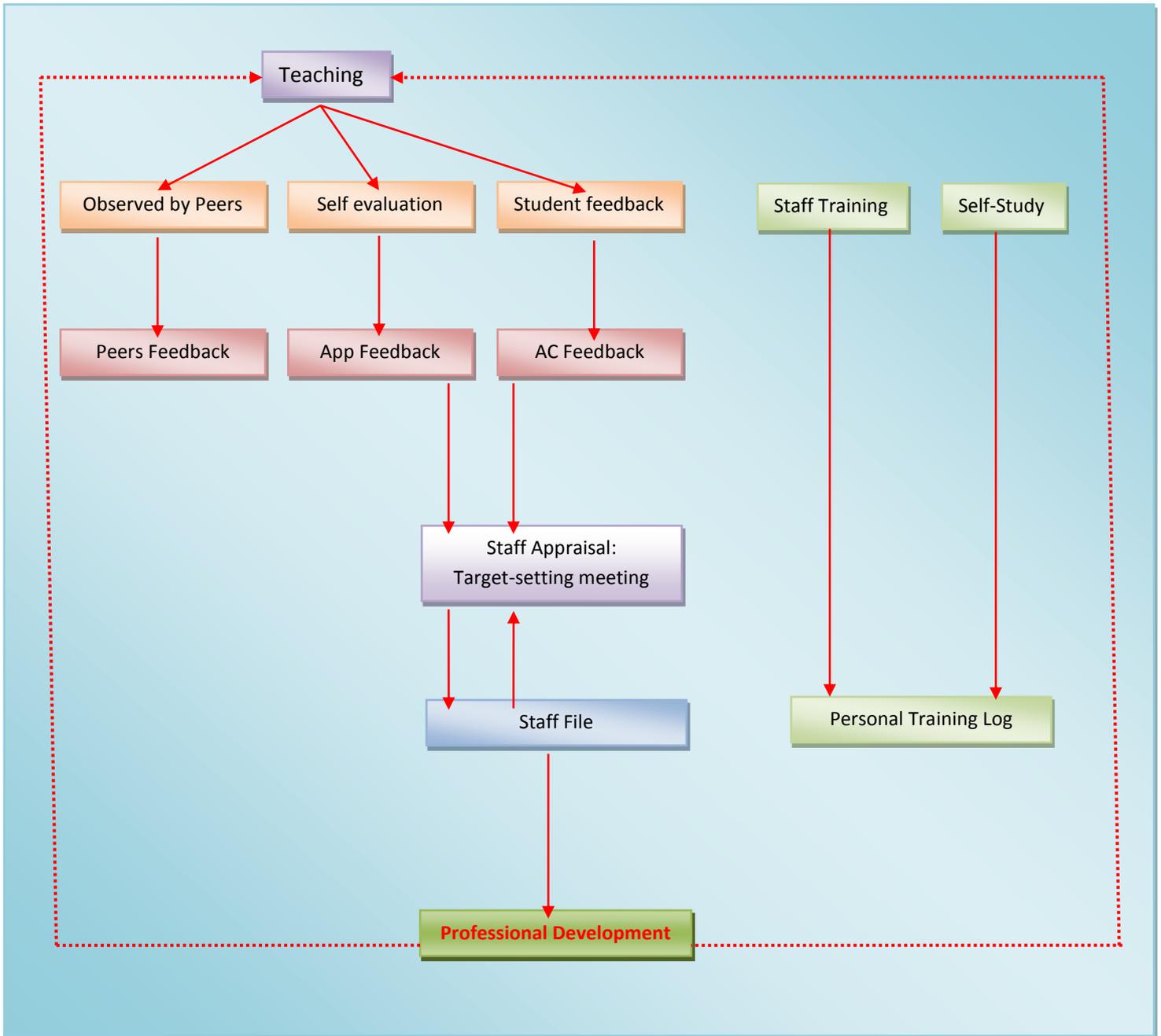
- 1.1.1 During the interview process, lecturers are required to demonstrate their subject knowledge and teaching experience by way of presentation and carrying out a teaching demonstration in front of an interview panel.
- 1.1.2 Lecturers must be observed in class during teaching hours at least once a month for their first three months at the college; this is usually undertaken by the Principal or Academic Coordinator and will ultimately decide whether the lecturer is successful at the end of his/her probation period
- 1.1.3 Observation notes from this process must then be shared and discussed with the lecturer in a one-to-one meeting. This allows the lecturer the opportunity to improve in areas of weakness and develop a personal target.
- 1.1.4 Observation notes, meeting notes and targets must be noted into the lecturer's staff file, all such notes are reviewed in subsequent meetings and at the time of appraisal.
- 1.1.5 Lecturers who have completed their probationary period must continue to be observed from time to time under the discretion of the Principal/Academic Coordinator and this will continue to form part of the lecturer's ongoing evaluation.
- 1.1.6 Failure to improve on areas of concern that are highlighted during one to one meetings should lead to a first written warning. Continuous failure should lead to a second and final written. If after this there are still no signs of improvement, the lecturer's appointment should be terminated for poor performance and failure to improve.



1.2 Staff Training and Development

In the right environment, the quality of each staff member's performance will improve over the time they spend with the college. The staff training programme aims to facilitate the achievement of institutional goals and to help staff achieve their personal goals.

- 1.2.1 All new staff must undergo a period of induction which should allow the new staff member to get familiar with the college and have the opportunity to meet all the current staff.
- 1.2.2 The Academic Coordinator is responsible for the training of the Academic Department.
- 1.2.3 The Principal is responsible for the training of the Administrative Department.
- 1.2.4 The Principal is responsible for the training of Senior Management.
- 1.2.5 The Staff Training Log records each of these training sessions; it is the duty of the responsible staff trainer to record the session in the log.
- 1.2.6 Each staff member should also keep their own personal training log to record each session.
- 1.2.7 During appraisal meetings, staff should be asked to analyse their own professional development with reference to the training programme.
- 1.2.8 The personal training logs of all staff are also used to evaluate the staff training programme.
- 1.2.9 The staff training, observation and appraisal systems are represented in figure 1 on the following page.



AC = Academic Coordinator
App = Appraisal

Figure 1: Staff development



Quality Learning Opportunities

2.1 Information available to students

- 2.1.1 Information about each course (i.e. awarding body, course structure, syllabus, entry requirements, duration, assessment criteria etc.) is made available to students and prospective students via various mediums including; the college website, the student handbook, the course handbook and the pre-enrollment interview. Currently we operate only one course, that being the BTEC HND Level 5 Business.
- 2.1.2 The website, student handbook and interview also explain the college's Learning Support Policy and Attendance Policy. Attendance requirements of each course, such as the number of study hours per week, are clearly stated here. More detailed information, including the names and qualifications of lecturers, class timetable and year plan, is provided to students after they have enrolled in the Course Induction Pack.
- 2.1.3 Lecturers, under the guidance of the Academic Coordinator, are expected to add value to the basic syllabus. Unless otherwise specified, it is their responsibility to plan lectures and handouts from the course syllabus, and to deliver them to students in a way that is most readily accessible to them.
- 2.1.4 Students are asked to evaluate all written material provided to them by their lecturers, including material written by the examination board as well as that written by the college. This feedback is analysed by the Academic Coordinator, and a copy goes directly to the Principal for immediate review. The Academic Department is expected to take the initiative in improving the quality of written material, using their professional skills and experience.

2.2 Learning support

- 2.2.1 The college provides additional support to students whose English language and Maths skills require improvement and also to those students with weaker IT skills. The Learning Support Assistants (LSA's) will also help students who need academic help in completion of their work.
- 2.2.2 Academic certificates will usually determine whether a student requires learning support, although the assessment of the students' abilities is also determined at the interview stage, through the assessment test. Lecturers and tutors are encouraged to make continuous, informal assessments as the course progresses.
- 2.2.3 Lecturers are expected to provide a diverse range of learning support resources.
- 2.2.4 Students receiving learning support are expected to evaluate their support classes via the student feedback forms; they are also asked to evaluate the effectiveness of the programme as a strategy for raising achievement.



2.3 Student progress

- 2.3.1 In addition to continuous, diagnostic assessment of students by lecturer observations, the college timetables tutorial sessions and formative assessment (tests) in order to track the progress of students.
- 2.3.2 Underperforming students will then meet with the Academic Coordinator/Welfare Officer for a progress meeting. Meetings examine progress test results and set and review targets by means of personal action plans. These action plans are noted in the student's file.
- 2.3.3 Students are encouraged to meet their targets over the following term, and their progress in this respect forms the basis of review and discussion at their next progress meeting.
- 2.3.4 Coursework and summative assessment results are monitored according to external standards. A yearly review of this data, and termly reviews of assessment test results, helps the college to develop future strategies for raising achievement.
- 2.3.5 The systems for monitoring student progress are represented in figure 2 on the following page.

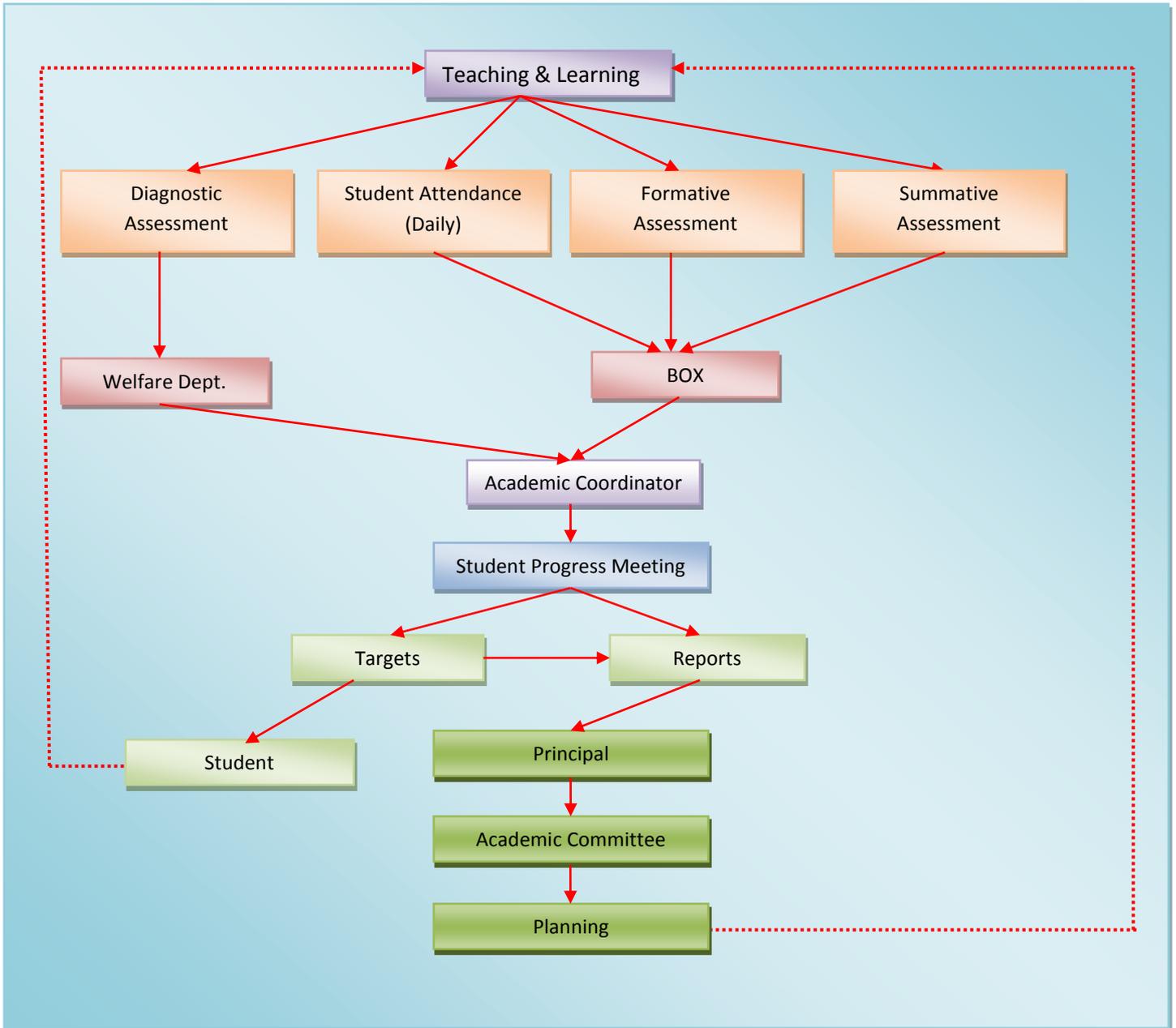
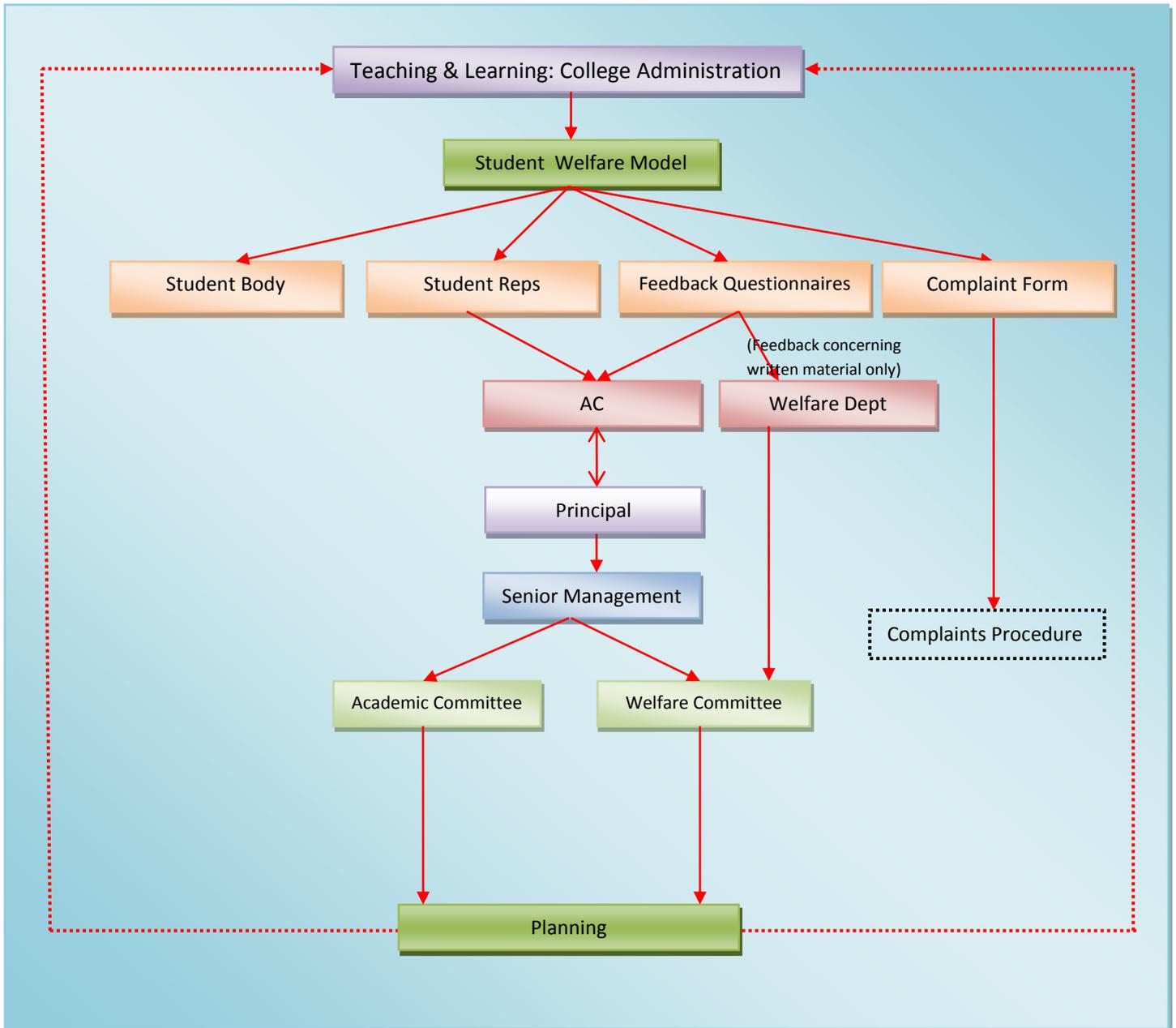


Figure 2: Monitoring student progress



3.1 Student Feedback

- 3.1.1 There are many ways by which students are able to feedback their views to the college. For example, students can access the college website and log in to the 'feedback' section where they can submit directly to the college their views and suggestions. Students can also provide feedback at the end of each module/term when they are asked to evaluate their lecturers and their overall level of satisfaction with the college by way of feedback questionnaires. These feedback questionnaires are always kept anonymous and confidential.
- 3.1.2 The Student Welfare Model allows for cohort representatives to discuss student concerns with the academic input provided by the college. Students can also sit on the committees of the College to discuss these items in a free and open manner.
- 3.1.3 At the end of their year, the Student Representatives are presented with a summary of actions taken by the college in response to student feedback. The Student Representatives then prepare their annual report which assesses the functionality of the feedback system, together with recommendations for improvement. The annual report of the outgoing Student Representatives is presented to their successors at the beginning of the following year.
- 3.1.4 The feedback system is represented in figure 3 on the next page.



AC = Academic Coordinator

Figure 3: Student feedback

Document Control

Title: Quality Assurance Policy

Applicable To: All Staff Groups/All Centres

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Procedure Owner: Dr Keith Hoodless