



Version Control Statement

Version	Date	Changes	Reason	Author	Next review
1	Dec 2022		New Policy	Deputy Principal Academic	Dec 2023

External Reference Points

- OFS Public interest governance principles
- QAA expectation for standards S3 and Expectations for Quality
- OFS Conditions

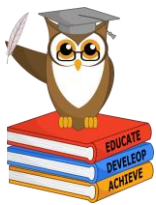


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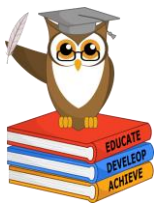
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Quality Management and Assurance Policy at EDA

Introduction

This Policy seeks to provide a systematic approach to the management of quality within EDA College (EDA). It identifies points (stages on the student journey) where quality can be monitored and measured within all the functions of the training provider, the aspect of quality to be monitored and measured, frequency of measurement and outputs that will be used as tools to improve quality.

The policy provides an overview of the quality assurance processes that take place across the Training provider. Details of specific processes are provided in the relevant policies, for example, the quality of the programmes provided by the training provider is determined at the programmes approval stage, through the Programme approval, modification, and cessation policy. The Programme approval, modification and cessation form is used as a tool to measure the quality of programmes at that stage, whilst the Evaluation and Review Policy provides details on Annual Monitoring and periodic reviews on programmes. These policies provide the necessary, detailed guidelines on the purpose, and procedures for programme approval and evaluation and review, respectively.

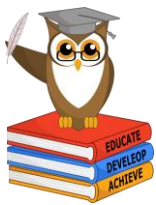
The policy also intends that throughout the Academic Year snapshots of various measures of quality be measured and analysed, with reports provided to The Academic Board and to the Executive Office, as necessary. For example, a Governance internal review may be triggered by the Chair of the board anytime during the year. The output will serve as a guide that everything is working as expected instead of waiting for the end of the year to find out things that might have gone wrong at the beginning. At the same time, The Academic Board may commission random checks on Internal Verification/Moderation processes to ensure that these are functioning as planned, outside the standard times. Similarly, student surveys may be conducted at any time to determine any issues.

Stages at which Quality is Measured

These stages are summarised in the table in Appendix 1.

Overall Quality Assurance including Governance and Strategic

The Executive Office (EO) holders maintain overall oversight of quality, particularly enhancement processes and procedures to safeguard and deliver Value for Money to the students and taxpayers. The EO oversees the implementation of the Training provider Strategic Plan, Quality Improvement Plan, and major policy changes regarding the Training provider's approach to quality. A full monitoring and review process covering all areas will



be conducted once each year. However, the EO will conduct ad hoc reviews as and when it sees fit, especially interim reviews after six months where necessary. Annual monitoring reviews conducted on programmes should feed into the annual reviews of the overall governance. The Training provider will participate in external quality reviews including QSR reviews whenever these are due, NSS, IFF surveys, Learner View and Employer View Questionnaires and Staff surveys and TEF.

In-house, the Training provider will adopt the NSS approach to receive student feedback to ensure that quality is measured in a way consistent with the national approach.

Quality of programmes

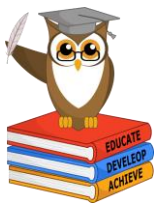
The Learning and Teaching Strategy states as one of its important objectives, placing each student onto a programme that meets their needs. This reflects the Training provider's mission "*...to provide every student with an excellent learning programme and the support they need to achieve their qualifications and career aspirations*". The strategic plan also requires that quality of programmes be identified at the onset and provides guidelines to the determination of the quality of programmes. This is obtained at the programme approval stage, and is detailed in the Programme approval, modification, and cessation policy.

Review of programmes will be an integral part of the governance review as it has major implications on the Training provider's strategic plan and growth prospects. The overall review of Governance therefore consists of the Governance Review and Academic Review, with the programme review element constituting a major part of the process. Outputs to the process should be changes and improvements in the approval processes or major reviews to the policy on the allocation of resources. Programme quality is measured by the usefulness of each programme to the local needs, a major theme in the Training provider's strategic plan, including graduate outcomes.

Quality of Information

It is not enough to monitor processes for the improvement of the quality of provision and learning opportunities available to students if the learning opportunities are not communicated effectively to the students and potential students. Effective communication of the opportunities available to students should be clearly written for its intended audience, the audience receives the information, understands, and acts on it. The Training provider seeks to provide clear, consistent, and accessible Advice and guidance / communications, from pre-entry through to graduation and beyond, to ensure that students are fully informed of the opportunities and support available to them.

The Teaching, Learning and Student Experience sub-committee of the Academic Board (AB) conducts a full audit of the information on opportunities available to students annually or as and when required. It feeds back to the AB about the security of the information and the effectiveness of procedures to ensure that information is reliable, timely and relevant. These audits further enhance the effectiveness of the quality of information available to students.



Effective communication with students will recognise the mode of study available, individual learning styles and preferences. Such communication should be concise, timely and structured. It should be available throughout the recruitment cycles, the academic year, and the period of study. All information is designed to facilitate student retention, progression, and achievement.

Potential applicants are invited to provide their views on the information available to them. Students will be required to provide feedback on information they receive starting from the pre-entry stage and throughout their learning journey. They are given opportunities to provide feedback on information available directly from staff, written communication and in electronic formats on the website or VLE, in student handbooks, and prospectuses.

Other means of evaluating the information given to students will involve feedback from the public at promotion and publicity events. Staff and students conduct meetings at the end of each stage of the student journey to evaluate the effectiveness of each stage.

Enabling student achievement

The Training provider will use a range of means to measure the support and effectiveness of the support available to students. Such support should be effectively communicated. It should meet the support needs of the students. Therefore, the effectiveness of processes to identify such support needs should be measured as well and improvements made to ensure that support is provided effectively and equitably wherever it is required, and policies, processes and procedures revised wherever required.

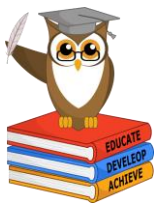
The Training provider believes that students should be allowed choice of timetables that meet their individual needs. Effective scheduling of classes and academic calendars that clearly spell out the expectations on students at each stage of their journey and regarding attendance at scheduled classes and other support appointments reduce the risk of students dropping out of their programmes or failing to achieve at the end of the programme.

Students given a choice in the selection of schedules most appropriate to their personal needs often maintain their commitment to the end of their studies.

Quality of resources

Quality of resources are also measured at national level using the NSS survey. This will make up a part of the overall review of the training provider by the Executive Office. The Training provider also measures regularly, the allocation of resources in the form of Key Performance Indicators monitored by the Academic Board.

Use of resources by students such as how often they access the VLE may indicate the usefulness of such resources or the need to train both staff and students on the effective use of these resources.



Quality of teaching

In addition to the standard measures of measurement of teaching such as staff appraisals, teaching observations, learning walks and peer reviews among teaching and support staff, teaching staff are encouraged to engage in extensive team work and communication to standardise approaches to teaching wherever more than members of staff involved. The extent to which staff use standardisation indicates the extent to which peer support is utilised to enhance teaching.

Whilst not completely reliable, pass rates and even attendance rates for members of staff may indicate student opinion on their quality of teaching and indicate training needs. This will ensure that regardless of where the teaching takes place, including in work placement environments, students receive similar academic experiences.

Quality of teaching includes the quality of teaching delivered in work placement settings or anywhere else where the Training provider's programmes are delivered.

Quality of assessments

Effective assessment approaches reflect the effectiveness of the policies on teaching, learning and assessment. The Training provider makes extensive use of internal and external verification/examination processes to check the quality and range of approaches to assessment.

Feedback to students is also measured during the processes to ensure that it promotes learning. Use of a range of assessment approaches promotes inclusivity.

Quality of assessments will include assessments conducted in work placement settings.

Student Engagement

The Training provider measures student engagement by the participation of students at various meetings they are expected to attend to contribute to quality assurance processes as partners. These include deliberative meetings where quality issues are identified and resolved as well as meetings to agree on action plans and to monitor progress on such plans.

Where statistics can be determined, for example on student surveys, these will be monitored and approaches to encourage and improve student engagement discussed and agreed with students. Effective engagement will increase the number and quality of suggestions on quality from students whilst reducing the number of complaints.

Quality of data

Regulatory, quality assurance and awarding bodies rely on accurate data to monitor trends in the FE/HE sector. The number of times data returns submitted/uploaded on time and show high levels of accuracy the first time they are submitted reflects the quality in the data processing function.



This also includes data security and reliability. Outcomes of regular checks will result in changes in policy. These trends will be monitored by the Teaching, Learning and Student Experience committee.

Responsibilities

Self- Assessment Report (SAR) / Quality Improvement Plan (QIP)

The Deputy Principal Academics (DPA) has been given responsibility for the oversight of the implementation of the Quality Improvement Plan (QIP), supporting document to the Self- Assessment Report (SAR) and Strategic Plan that ensures that improvements are imbedded in the implementation of the strategy. The Quality Improvement Plan (QIP) takes its inputs from the Self- Assessment Report (SAR) and Strategic Plan and monitoring and review processes. QIP is normally divided into themes, each of which is overseen by a sponsor for implementation.

Implementation of the Strategic Plan

Through oversight of QIP, the DPA also serves as an advisor to the Executive Office (EO) and the Academic Board, relating to the implementation of the strategic plan.

This is to ensure that the growth plans in the Strategic Plans are controlled, embed quality and standards, and consider the level of risk of each partnership and how it preserves Value for Money for the stakeholders.

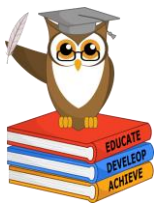
Regular Monitoring and Evaluation

The Training provider conducts regular monitoring and evaluation of all its processes, including quarterly, half yearly and annually. As the Training provider establishes new partnerships, it will also conduct any periodic reviews required by the relevant awarding organisations (bodies).

Once the Monitoring and Evaluation/Periodic Review Reports are produced, the Deputy Principal Academics (DPA) writes summaries of the findings for the Executive Office and makes comments to the Academic Board.

Other Responsibilities

The DPA has access to all academic processes, and can therefore conduct tests and checks on specific Quality Assurance Processes such as checking how action plans are implemented, how the Training provider responds to external examiner reports, the engagement of students in quality assurance and staff observations.



Other External Expertise

The Training provider will consider from time to time, the input or other external experts. The participation of such external expertise will include quality assurance as well as other processes and areas within which quality is embedded, for example:

- Industry experts and local area management will be invited from time to time to comment on the Training provider curriculum and its relevance to the needs of the local communities. They thus participate at the programme approval stage to ensure that the Training provider is delivering courses that are in demand and provide the relevant level of skill required in the industry
- Employers, employment agencies and managers in corporate organisations will be invited to provide guidance to students on the choice of courses at the start of their programmes and on employment opportunities
- Guest speakers and visiting academics, and subject specialists will be invited to conduct teaching duties as well as run masterclasses to ensure students receive the most up-to-date and relevant teaching within their programmes and to enhance the overall student experience
- External examiners play a key role in maintaining quality of assessments
- External experts will also be invited to provide training to academic and support staff to ensure their knowledge remains relevant
- Wherever possible, professional, statutory, and regulatory bodies (PSRBs) will be consulted during course design and to provide membership services to both staff and students, thus boosting employment opportunities for students. They are also invited where possible to approve courses as confirmation that the courses meet their standards and expectations.
- The Training provider will invite external teaching staff, especially those from partner organisations to observe teaching, conduct verification/moderation of assessments and to exchange good practice with Training provider staff
- All the above external experts may be invited to provide impartial and independent scrutiny on the approval and review of the provision of the Training provider

Academic and Support Staff

Staff actively participate in quality assurance through:

- Carrying out and managing reviews in their areas of responsibilities
- Providing the relevant information required in conduction reviews



- Writing reports
- Staff and peer observations
- Internal verification and moderation
- Ongoing professional development

Students

Students and alumni from similar, and different, courses will be invited to provide input to course development, evaluation, and review.

Students are invited to meet with applicants and new students to share their experiences and manage expectations.

Review

The Quality Assurance Policy will be reviewed annually as part of the Annual Review. However, it may be reviewed whenever one or more other policies contributing to it is changed.



Appendix 1: Stages at which Quality is measured

Stage	Aspect to be measured	How will it be measured?	Frequency of and <i>tools</i> for measurement	Outputs
Overall including governance and strategic	Effectiveness of Strategic oversight of quality, Imbedding of quality in all processes, Quality of Governance.	Monitoring and review of governance, communication, structure, processes, and Policies. Academic Reviews on programmes, teaching excellence and availability of resources	Quarterly/ half-yearly/ annually and as and when required Participation in the national quality measurement including NSS, and TEF and other FE Surveys. <i>Internal Review of Governance Template</i> <i>Internal Academic Review Template</i> <i>Internal student (NSS format) survey form</i>	Quality Improvement Plan Changes in Policy Changes in strategy Changes to resource plans
Quality of programmes	Effectiveness, and effective implementation of procedures of selecting quality programmes	Annual programme reviews, periodic reviews wherever these are required by the relevant awarding bodies/organisations, end of module/course reviews	Annually with interim reviews at the end of each module <i>Programme approval, modification, and cessation policy</i> <i>Programme approval, modification, and cessation template</i> <i>Evaluation and Review Policy</i> <i>Academic Review Form</i> <i>Other templates to be used will be provided by awarding partners</i> <i>Quarterly review Reports and Data sheets</i>	Change of programmes/aspects of programmes such as modules or assessment methods, Revised/new approaches to the process of approval of programmes
Marketing, promotion, open days	Quality of information on website, brochures, information sheets and other promotional materials, format of open days	Surveys for applicants Feedback from/views of potential applicants and Review meetings, published information audit	Throughout each marketing cycle <i>Prospective student survey form</i>	New (revised) policy/procedure on marketing and recruitment Review of Published information Policy Published information
Recruitment and	Quality of information on website including details	Surveys on applicants Feedback from/Views of potential applicants	Throughout the year, at the end of each admission cycle <i>Admissions policy</i>	Revised information placed on the website, clear



admission of students	of programmes on offer, how they are delivered, Entry qualifications, application process, recruitment process, admission process	Review meetings Admissions complaints	<i>Admissions review procedure</i> <i>Student survey on admissions form</i> <i>Review meeting template</i> <i>Action plan template</i> <i>Admissions complaints form</i>	information made available to students by the various means, revised/new policies on/process of recruitment and admission
Induction of students	Effectiveness of the induction process, quality of information provided/collected during the induction process	Student surveys, review meetings	At the end of each admission/recruitment cycle <i>Student survey on admissions form</i> <i>Induction Review meeting template</i> <i>Action plan template</i>	Revised/new policies on/process of induction of students, and information made available at induction



Stage	Aspect to be measured	How will it be measured?	Frequency of and <i>tools</i> for measurement	Outputs
Enabling student achievement	Consistency, accessibility, ease of understanding, student-centredness and currency of policies that are linked to appropriate procedures to facilitate seamless identification of, and access to, any academic or other student support needs.	Student surveys on the impact of current and proposed policies and procedures on students with protected characteristics, use of individual learning plans and IPAS/IAG to identify support needs for students	At the application stage and throughout the student learning journey <i>Retention Attendance and Student Support Policy</i> <i>Extenuating circumstances policy</i> <i>Reasonable adjustments policy</i> <i>Special consideration policy</i> <i>Student Management Committee meeting template</i> <i>Action Plan Template</i> <i>Application for extenuating circumstances or special consideration form</i> <i>Student submission attendance and risk analysis form</i> <i>IPAS form/ IAG Forms</i> <i>Individual learning plan template</i> <i>Student survey form on policies relating to students with protected characteristics</i>	Policies/procedures to promote effective identification and mitigation of barriers to student development and achievement. Recognition of the diverse needs of the student body with improvements in aspects of the student experience such as complaints, retention, or progression.
	Effectiveness of processes to identify support needs/providing support to students, quality of support, quality of information about support available to students, range of support, equality of opportunity for all students to develop academic and professional skills, quality and range of resources available to support students	Student Surveys, uptake of support, student transition into higher education and progression through the student life cycle	Throughout the academic year <i>Student Surveys on support form</i> <i>Form to determine levels of uptake of support provided</i> <i>Achievement, retention, and progression trends</i> <i>Form for Comparison of National DLHE trends with internal trends</i>	Revised/new policies on/processes of identifying support needs, range of processes for the support of students, enhanced procedures for the identification of training needs for support staff



	Effectiveness of scheduling of classes/teaching calendars, quality of processes to enable student development	Student Surveys, uptake of support, Student Attendance trends, Number (%) of students at risk	Monitoring according to the Retention, Attendance and Student Support Policy, Regular reports on attendance and retention to the Board of Governors <i>Student submission attendance and risk analysis form</i> <i>Form to determine levels of uptake of support provided</i> <i>Achievement, retention, and progression trends</i>	Revised/New policies and procedures to measure and monitor attendance trends and students at-risk of failing to complete their course
Quality of resources	Effectiveness and accessibility of resources including teaching and learning resources and the learning environment. This involves the human resources for teaching and support of students, effective use of resources by students	Annual reviews, end of module/course reviews	At the end of each module/unit and annually <i>End of module/unit survey form</i> <i>Academic Review Form</i>	Changes and improvements to the processes of allocating resources including performance indicators such as student: staff; student: ICT resources ratios



Stage	Aspect to be measured	How will it be measured?	Frequency of and <i>tools</i> for measurement	Outputs
Quality of teaching	Effectiveness of teaching approaches, Effective allocation of teaching and support staff, pass rates and attendance trends per staff Includes teaching delivered in work placement settings	Standardisation of teaching Teaching observations, peer reviews, student surveys on teachers, staff appraisal, staff satisfaction surveys, uptake of staff development activities, participation in CPD activities	Each teaching cycle, staff appraisals once a year, Annual reviews <i>Standardisation of teaching form</i> <i>Standardisation action plans</i> <i>Observation Policy</i> <i>Teaching and Peer Observation Form</i> <i>Staff Appraisal Form</i> <i>CPD Form</i> <i>Student surveys on teaching staff</i>	Changes to staff recruitment and staff development policies, approaches to staff appraisal processes, changes/improvements to the Learning and Teaching Strategy
Quality of assessments	Effectiveness and range of assessment approaches, Effective measurement of learning These include assessments conducted in work placement settings	Student surveys, internal verification processes outcomes, external examiner reports, standardisation of assessments, quality of feedback given to students	Each assessment cycle, annual reviews <i>Internal Verification and moderation Policy</i> <i>Internal Verification of assessment form</i> <i>Internal Verification and Moderation of student work Form</i> <i>Assessment standardisation form</i> <i>Action plan template on external examiner reports</i>	Staff training and staff development policies, Assessment Procedures
Student Engagement	Student uptake of engagement activities: Attendance at key meetings (Boards, Panels, Committees), student participation in surveys, number of complaints, suggestions	Student satisfaction surveys, trends in participation	Throughout the student journey <i>Student satisfaction survey form</i> <i>Student engagement analysis form</i>	Changes/Improvements to the Student Engagement Policy
Quality of data	Completeness, accuracy, and timeliness of data returns	Number or times data returns to regulatory bodies are submitted on time and return no errors the first time they are submitted	Each time data returns are required <i>Quality of data form</i>	Changes/improvements in data processing procedures

