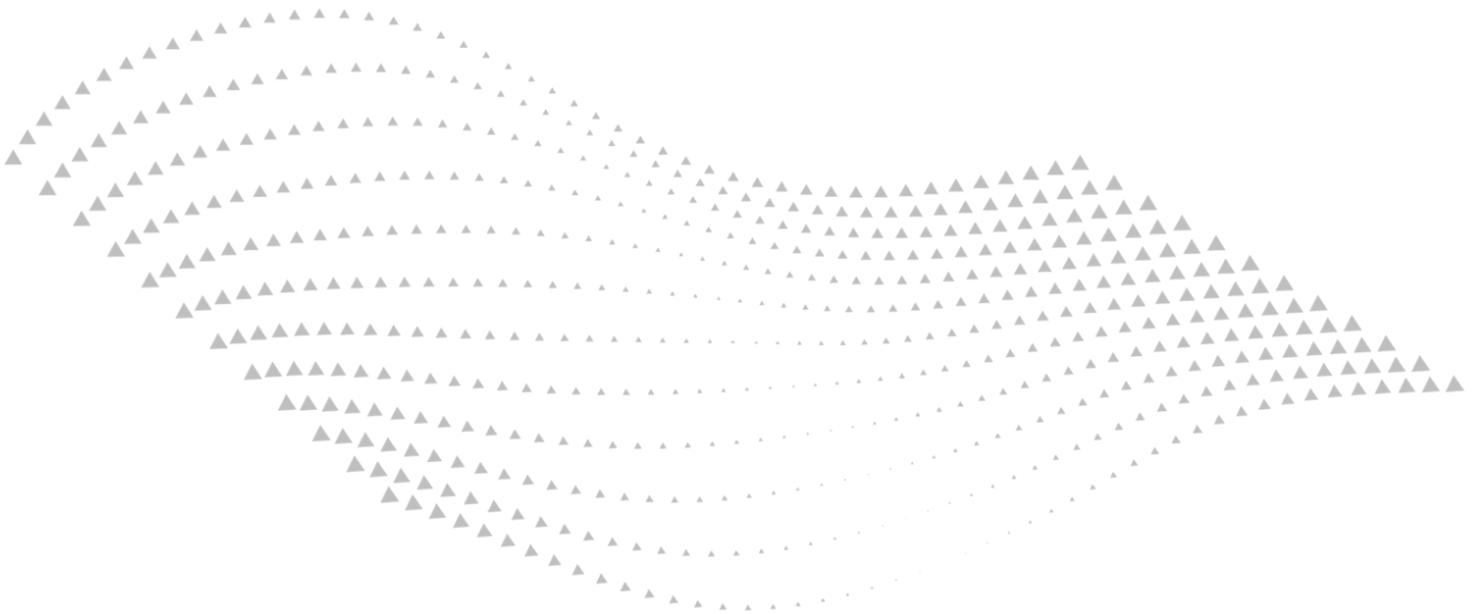


Further Education Quality Assurance & Enhancement Policy



Last approved: September 2023

Approved by: Quality Assurance and Compliance Committee

Next review due: September 2024

1 Introduction

- 1.1 This Policy applies to all FE provision delivered at BIMM University.
- 1.2 The University offers a range of FE courses in conjunction with its Funding Partners where appropriate. The University seeks to provide the highest standard of education and, in doing so, have quality processes in place to ensure best practices are adhered to across all the University's Campuses where FE provision is delivered.

2 Policy Objectives

- 2.1 The University Aims to deliver a high-quality education for its learners and in doing so, aims to:
 - continually review and assess its own performance.
 - be pro-active in improving the quality of education that it offers.
 - ensure that the Partner's monitoring requirements are met where appropriate, and that reporting to its FE Funding Partners on its quality processes are timely.

3 The University's Governance Infrastructure

- 3.1 The strategic approach to standards and quality is decided by the University's Academic Board (AcBd), which has ultimate responsibility for the maintenance of academic standards across all of the University's provision. AcBd has numerous standing sub-committees, including:
 - Learning, Teaching & Enhancement Committee (LTEC)
 - Quality Assurance & Compliance Committee (QACC)
 - Research & Ethics Committee (REC)
 - Student Experience Committee (SEC)
- 3.2 QACC is responsible for matters relating to quality assurance in FE, and for developing and maintaining the [FE Learning & Teaching Strategy](#) via the FE Steering Group.

4 Campus-Level FE Quality Activities

- 4.1 FE management team meetings take place at least termly throughout the Academic year - these may be chaired by the Local FE Lead at that Campus (or a delegated representative), with FE Course Leaders, FE Student Support Officers and FE Exams Officers in attendance. These meetings oversee all aspects of FE Quality and monitor the Student Academic Risk Register (SARR). As the main quality forum for FE at Campus Level, attendance and achievement reporting are considered at each FEMT.
- 4.2 Student Representation Forums (SRFs) take place with all members of the student body welcome. Student feedback at this level ensures the quality of courses is upheld and ensures students' needs and satisfaction levels can be monitored.
- 4.3 Student Feedback is also openly discussed at FE Boards of Studies and, where possible, resolved, otherwise actions are agreed and carried forward. Student feedback at this level ensures the quality of courses are upheld and that students' needs, and satisfaction levels can be monitored.
- 4.4 Each Campus is responsible for creating a schedule of key departmental meetings before the start of the academic year - this aims to ensure that communication across each campus is consistent and cross departmental communication can be easily organised.

5 Student Involvement in FE Quality Processes

- 5.1 Student involvement is wide-ranging, and the University provides a variety of activities to engage students. In relation to quality assurance processes, the University seeks to involve students as Student Representatives – these are elected at the start of each academic year to represent their peers. Student Reps are elected to assist with closing the loop of communication between the University and the student body and are tasked with gathering student feedback to enable rapid response to areas of concern, identify areas of good practice and give the student body a voice.
- 5.2 Students are provided with an opportunity to attend Student Representation Forums (SRF), which take place termly and are the main setting for students to voice any possible concerns and provide an opportunity for the enhancement of the student learning experience. These feed into FE Boards of Studies and the relevant QIP / local action plans as appropriate.
- 5.3 Student Reps are also invited to attend Academic Board and its subcommittees. The role of Student Reps is detailed in full in the University's [Student Representation Scheme](#).
- 5.4 Student feedback across all courses is very important, as it ensures that the provision can be informed, and potentially improved upon, by the student voice. For FE provision, students have the opportunity to complete FE Learner Surveys - these are distributed electronically at the end of each term. These questionnaires are invaluable at providing student feedback and are especially helpful in recording destination data and student satisfaction data. These are anonymised, and the results feed into FECQC.

6 Monitoring and Review of FE Provision

6.1 External Quality Assurance

- 6.1.1 Following marking by Internal Verifiers (IV) (see details in the [FE Learning and Teaching Strategy](#)), student work is also externally quality assured. Each Campus is classed as a delivery centre by its awarding body and, therefore, has its own External Quality Assurer (EQA). The role of an EQA at the University is to ensure that any qualifications offered by an awarding body are planned, delivered, and assessed by the Campus in an appropriate manner.
- 6.2.2 External quality assurance is in place to ensure that:
- The national standards of qualifications are maintained.
 - Student achievement and performance are assessed in accordance with published qualification specifications and regulatory requirements.
 - Students are aware of what is expected of them to meet the assessment requirements of their qualification.
 - Appropriate resources, including staff, are in place within each Campus to support a qualification and the students undertaking it.
 - Campus staff, including assessors, tutors, and IVs, are offering a qualification that meets the awarding organisation's assessment practice and procedures.
- 6.2.3 An External Quality Assurer will:
- Ensure that the Campus has up to date resources and documents relating to the qualifications they are offering.
 - Review assessment practice and procedures within the Campus against the awarding organisation requirements.
 - Review the quality and consistency of assessor and IV judgements through sampling.
 - Observe assessment and IV practice, if appropriate.

6.2 Self-Assessment Reports

- 6.1.1 FE Teams are responsible for preparing an annual Self-Assessment Report (SAR), in which it can reflect on the previous academic year and, in producing the report, the University can ensure that there is continual reflection on and improvement of provision. The SAR should evaluate good practice as well as identifying areas of weakness.
- 6.1.2 Statistical data and student feedback for each Campus will help to inform the content of the SAR. The SAR is then used to inform the QIP, which is used to plan improvements and set targets for the coming academic year.
- 6.1.3 Once the SAR has been completed, it will be used to formulate a group-level Institutional SAR, which is approved by Academic Board. The SAR is then submitted to the relevant Funding Partner (where appropriate). The completed SAR must comply with the relevant Awarding Body's Internal and External Verification Policy and Procedures. See the for further [FE Learning and Teaching Strategy](#) for further information.

7.3 Course & Unit Review

- 7.3.1 The range of units approved for delivery on each course is always under review. FECQC's subcommittee, the FE Curriculum Development Group, will consider proposed amendments to the selection of units delivered at the University's Campuses. This may happen in response to student feedback, availability of resources or to ensure currency of the curriculum within the wider sector and industry. Any changes will then be notified to FECQC and reported up to Academic Board.

8 Quality Assurance of Teaching Staff

- 8.1 Learning & Teaching Observations are conducted throughout the academic year to ensure consistently high levels of teaching practice. Heads of Education/Heads of Learning & Teaching will ensure an observations programme is made for the coming year. Observation reports also feed into the SAR. Funding Partners may carry out observations as part of their own audit process.

The quality assurance and enhancement of learning and teaching is operated by conducting learning and teaching observations via the Further Education Learning and Teaching Observation Policy with each campus reporting thematically to FECQC. FECQC then uses this data and the data generated by Boards of Studies (BoS) to inform the themes for the Further Education Learning & Teaching Enhancement Plan (FELTEP), which are responded to in local action planning which feeds into institutional action plans and shared with Academic partners as required. Further details on Learning & Teaching Observations can be found in the [FE Learning & Teaching Strategy](#).