Further Education Quality Assurance & Enhancement Policy

1   Introduction

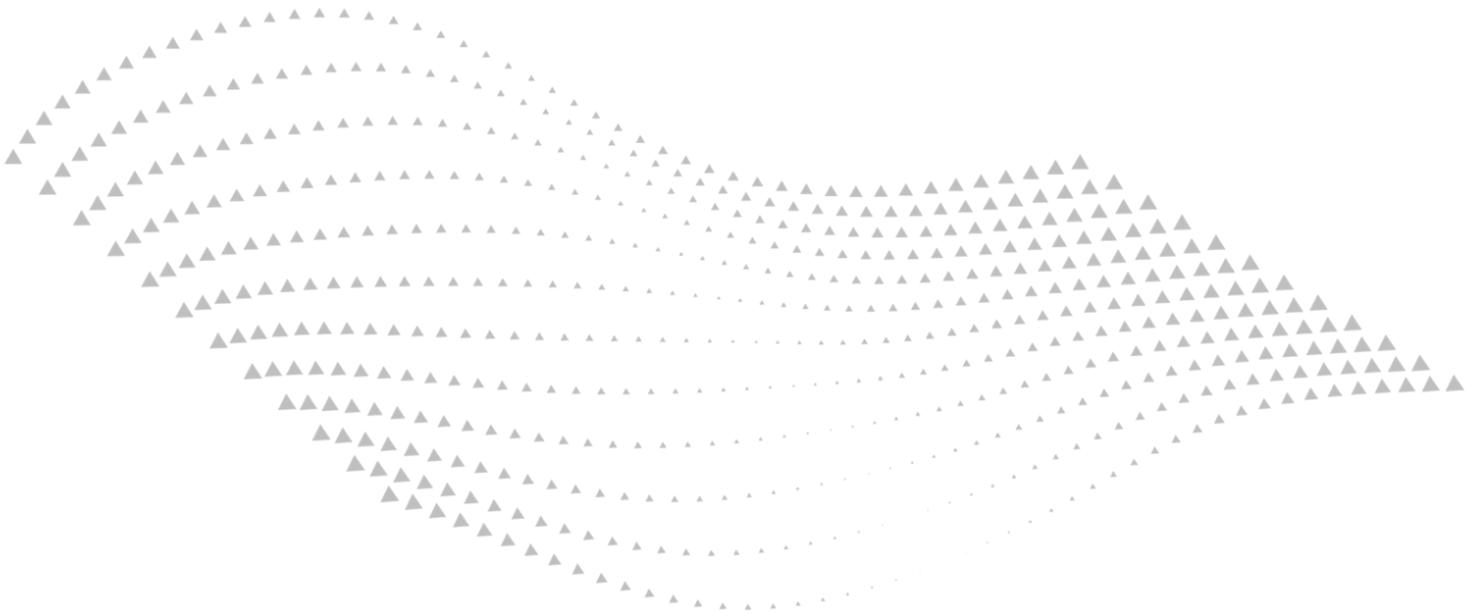1.1   This Policy applies to all FE provision delivered at BIMM Institute, the Institute of Contemporary Theatre, Performers College or Screen & Film School (collectively referred to as "the Institute").

1.2   The Institute offers a range of FE courses in conjunction with its Funding Partners where appropriate. The Institute 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 Institute's Colleges where FE provision is delivered.

2   Policy Objectives

2.1   The Institute 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 Institute's Governance Infrastructure

3.1   The strategic approach to standards and quality is decided upon at the Institute's Academic Board (AcBd), which has ultimate responsibility for the maintenance of academic standards across all of the Institute's provision. AcBd has numerous standing sub-committees, including:
- Access & Participation Committee (APC)
- Further Education Learning, Teaching & Enhancement Committee (FELTEC)
- Higher Education Learning, Teaching & Enhancement Committee (HELTEC)
- Quality Assurance & Compliance Committee (QACC)
- Research & Enterprise Committee (REC)

3.2   FELTEC is responsible for matters relating to learning and teaching in FE, including approving or modifying FE provision, and developing and maintaining the FE Learning & Teaching Strategy. It also has a subcommittee, the FE Curriculum Development Group, which considers new courses as well as amendments to courses (see also section 7.3). QACC has overall responsibility for Quality Assurance matters relating to FE (see below) and items are referred from FELTEC to QACC as necessary.

4   College-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 Head of Education/Head of Learning & Teaching (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 College Level, attendance and achievement reporting are considered at each FEMT.

4.2   Student Representation Forums 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 College-Level FE Boards of Studies (a sub-committee of FELTEC) 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 College 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 college 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 Institute provides a variety of activities to engage students. In relation to quality assurance processes, the Institute 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 Institute 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 the 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, in turn, feed into FE Boards of Studies and the relevant QIP / College Enhancement Plan (CEP) as appropriate.

5.3   Student Representatives are also invited to attend Academic Board and its subcommittees. The role of Student Representatives is detailed in full in the Institute'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 QACC.

6   Internal Quality Assurance of the Curriculum

6.1   Internal verification (IV) is utilised in order to quality assure the curriculum and is based on peer support and review – this enables the Institute to integrate quality into internal assessment from start to finish. This helps to ensure that all staff understand national standards and can apply them. All student work is marked internally by Internal Verifiers (see details in the [FE Assessment & Marking Procedures](.)) and each College also has its own Lead Internal Verifier. The IV and Assessment schedules are submitted annually to our awarding organisation in line with the FE Quality Cycle.

6.2   The Institute engages in termly standardisation exercises, so that each College has a common and agreed understanding of the performance and achievement of learner working at particular levels/disciplines. This is achieved largely through the process of internal standardisation. Additionally, all Schemes of Work (SoW) are audited in order to quality assure the curriculum.

7   Monitoring & Review of FE Provision

7.1   <u>External Quality Assurance</u>

7.1.1   Following this, student work is also externally quality assured. Each College 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 Institute is to ensure that any qualifications offered by an awarding body are planned, delivered, and assessed by the College in an appropriate manner.

7.1.2   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 College to support a qualification and the students undertaking it.
- College 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 College has up to date resources and documents relating to the qualifications they are offering.
- Review assessment practice and procedures within the College 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   <u>Self-Assessment Reports</u>

6.1.1   Each College is 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 Institute can ensure that there is continual reflection on and improvement of provision. Each College's SAR should evaluate good practice as well as identifying areas of weakness.

6.1.2   A member of staff who has been appointed as a Quality Nominee should generate statistical data and student feedback for each department, which 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 is considered by the Chair of QACC, who uses it to formulate a group-level Institutional SAR for approval 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.

7.3   <u>Course & Unit Review</u>

7.3.1   The range of units approved for delivery on each course is always under review. FELTEC's subcommittee, the FE Curriculum Development Group, will consider proposed amendments to the selection of units delivered at the Institute's Colleges. 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 FELTEC and reported up to Academic Board.

8   Key Quality Staff and Quality Assurance of Teaching Staff

8.1   Each College has its own FE Centre **Internal Quality Representative (IQR)**. The IQR is a key member of staff who is the point of contact for the awarding organisation with regards to uploading and sharing key information throughout the Academic Year.

8.2   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. Further details on Learning & Teaching Observations can be found in the FE Learning & Teaching Strategy.

9   Further Education Quality Calendar

9.1   The Institute has oversight of the above activities via its FE Quality Cycle, which is a comprehensive document containing dates and activities relating to:
- Our Awarding Organisation's Calendar of dates
- Our Funding Partner's Key Quality Dates
- The Institute's Committee dates

9.2   The Quality Calendar is managed by the Quality Assurance team and the tasks are monitored by QACC and FELTEC.