



INSTITUTE FOR
CONTEMPORARY
THEATRE

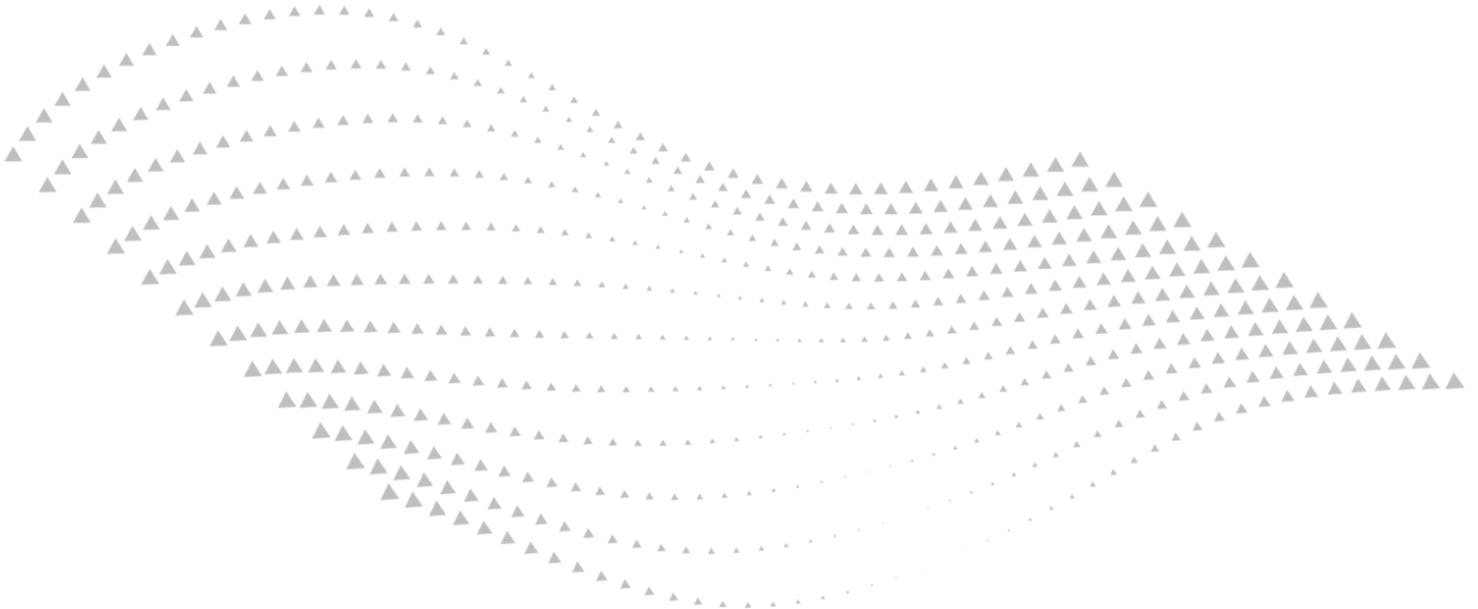


BIMM
INSTITUTE



PERFORMERS
COLLEGE

Further Education Quality Assurance & Enhancement Policy



Last approved: June 2020

Approved by: Academic Board

Next review due: June 2024



1 Introduction

- 1.1 This FE Quality Assurance & Enhancement Policy applies to all FE provision delivered at BIMM Institute, the Institute of Contemporary Theatre or Performers' College (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. 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 (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, retention, 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 FE Board of Studies (a sub-committee of FELTEC) and where possible resolved, otherwise actions agreed and carried forward. Student feedback at this level ensures the quality of courses are upheld and ensures students' needs and satisfaction levels can be monitored.



- 4.4 Each College is responsible for creating a Quality Planner (QP) consisting 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 its 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 each course. 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 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 College Enhancement Plan (CEP) as appropriate.
- 5.3 The role of Student Reps is detailed in full in the Institute’s Student Representation Scheme.
- 5.4 Student feedback is very important across all courses at the Institute, 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 Exit Questionnaires - these are distributed during larger group classes towards the end of term three of a student’s final year of FE study. These questionnaires are invaluable at providing student feedback and are especially helpful in recording destination data and student satisfaction data. These can be anonymised if requested.

6 Monitoring and Review of FE Provision

- 6.1 Each College is responsible for preparing an annual Self-Assessment Report (SAR), in which each College 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.
- 6.2 A member of staff who has been appointed as a Quality Nominee should generate statistical data and student feedback for each department, in which will help to inform the content of the SAR. The SAR is then used to inform a Quality Improvement Planner, which is used to plan improvements and set targets for the coming academic year.
- 6.3 Once the SAR has been completed, it is considered and approved by the FE Self-Assessment Committee, which has delegated authority from QACC to consider and approve SARs. Once approved and reported to QACC, the SARs are 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 Quality Assurance of Teaching Staff

- 7.1 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 Teaching Observations can be found in Appendix 1 of the Learning & Teaching Strategy.