

Quality Assurance Policy

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Linked policies:	<p>Academic Management Framework</p> <p>Learning Teaching and Assessment Policy</p> <p>Lesson Observation Policy</p> <p>Assessment and Feedback Policy</p> <p>Personal Academic Tutor Council Terms of Reference</p> <p>Equality & Diversity Policy</p>
External references	<p>Quality Assurance Agency (QAA)</p> <p>University Partners</p> <p>British Council (BC)</p> <p>Pearson (Edexcel)</p> <p>International Organisation for Standardisation (ISO)</p> <p>Accreditation Service of International Colleges (ASIC)</p>

	Office for Students (OfS) Conditions of Registration
Audience:	Internal and External Stakeholders

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1 Introduction

This policy sets out the goals, principles and rules the College employs in order to sustain and enhance the quality of education and related services experienced by students at the College. The focus is on Internal Quality Assurance (IQA), but includes compliance with external quality assurance) carried out by external organisations including the College's partners. The policy is designed to ensure that all standards expected by students, staff and external organisations are met, and that they are exceeded wherever possible. To this end the College sets out to appraise and enhance the quality of the student experience to its optimum as part of an ongoing process of self-assessment, development and improvement.

2 Purpose

This policy aims to inform staff, students and all other stakeholders about the College's approach to IQA and ensure that all aspects of college provision are monitored, appraised and enhanced on an ongoing basis throughout the academic year.

3 Scope

The College is committed to providing quality assurance in all sites, all programmes and every part of college life that impacts on students including the following areas:

- Student Recruitment
- Admissions
- Learning and Teaching
- Assessments
- Student Support & Welfare
- Student Engagement
- Operations
- Staff Recruitment
- Physical environment
- Management & Governance
- Graduation and Employment Outcomes

Within the scope of our quality assurance policy, Oxford Business College remains steadfast in adhering to our internal quality assurance (IQA) measures outlined therein. This includes the utilisation of various tools such as Programme level Annual Monitoring Reports (AMRs), Student Module feedback and Student satisfaction Surveys to ensure the continual enhancement of our educational offerings and services. However, it is important to acknowledge that some of these tools may be led by our partner Higher Education Providers,

in accordance with their regulatory requirements. While we maintain our commitment to monitoring, appraising, and improving all aspects of college provision, we recognise and respect the regulatory obligations of our partner institutions in leading the QA processes for programmes which lead to an award with one of our Higher education partners. This collaborative approach ensures alignment with external quality assurance standards while upholding our own commitment to excellence in education.

All staff are expected to participate in quality assurance at the College through self-reflection, completing surveys, participation in meetings and submitting reports as required. Staff are appraised and if they are line manager other staff will also carry out staff appraisals. Staff should monitor the quality of the work they are responsible for and report on any areas for improvement immediately to their line manager.

4 Aims and objectives

4.1 Aims

The College recognises that IQA is more effective with continuous leadership and stakeholder commitment. This is achieved through the development of the Corporate Academic Governance Framework (CAGF), which is designed to ensure the College meets key priorities set down in its Strategic Plan. The CAGF underpins the Academic Management Framework, which sets out the Committees, Boards and policies that ensure that effective quality assurance and enhancement processes are embedded in all of the College activities. The approach to self-assessment is based upon objective evaluation of outcomes from reports, feedback, observations and performance data including the experiences of students, lecturers, Head of Programme and other stakeholders.

4.2 Objectives

- Arrangements for quality assurance are known and fully understood by staff and work effectively to ensure positive outcomes for students.
- An overall Academic Management Framework and approach are adopted by the college, which is able to provide internal oversight of academic quality and incorporate quality assurance requirements of external partners or awarding organisations.
- A self-reflective approach is promoted in the college to encourage students and staff to make constructive criticism where required without fear of repercussions.
- A bottom-up approach which places student and frontline staff experience and continuous improvement at the forefront of all considerations.
- Action and development planning is conducted on a quarterly basis through the various committees that report to the Academic Board.
- A self-assessment process referred to as the annual monitoring review (AMR) cycle meets the needs of all stakeholders and is aligned with OfS Quality Conditions.
- Observations of learning and teaching including peer observations are conducted in order to ensure education in all sites and all programmes are aligned with the College's Learning Teaching and Assessment Strategy (LTA) and that faculty share good practice and continuously improve teaching performance.
- Module evaluations that take student views on board and develop action plans are carried out in

order to maintain standards and to continuously improve learning and teaching

- End of year student surveys also provide the College with the views of students across a wide range of services provided by the College.
- A system is in place to ensure that any concerns or complaints about performance that may impact on student satisfaction are identified early and that an effective plan is in place to improve on areas of concern quickly and efficiently.
- Staff appraisals are conducted annually, and Continuous Professional Development (CPD) is provided internally by staff and externally through the College's links with Professional Statutory and Regulatory Bodies (PSRBs).
- Staff are provided with opportunities to monitor and evaluate quality assurance and provide feedback on its effectiveness through self-evaluation meetings and staff surveys.

5 Quality and Enhancement Committee (QEC)

At Oxford Business College, the Quality and Enhancement Committee (QEC) serves as the principal body responsible for driving initiatives aimed at enhancing the quality of educational provision and improving the student experience. As the deliberative arm of the Academic Board, the QEC convenes quarterly to oversee a range of functions. These include monitoring and reviewing internal and external reports related to various college activities, such as admissions, staff recruitment, and learning, teaching, and assessment. The QEC ensures the implementation and updating of key policies and strategies, including those governing admissions, learning, teaching, assessment, and student engagement. Moreover, it recommends and monitors staff Continuous Professional Development (CPD) and utilises assurance tools like the Quarterly programme report, Programme Level and Institutional level Annual Monitoring Reviews (AMR), to evaluate and enhance college provision at both the programme and institutional levels. The committee also oversees induction processes and module evaluation surveys to gather feedback and make improvements accordingly.

5.1 Enhancement

The QEC endeavours to enhance provision and services impacting the student experience throughout the entire student journey and beyond. This involves identifying areas of good practice and disseminating them across all campuses and programs to ensure consistency in quality enhancement approaches. The committee diligently follows up on action plans to ensure their successful completion and effective communication of feedback to all stakeholders. Additionally, it evaluates the impact of implemented enhancements and communicates successes and lessons learned to stakeholders. Furthermore, the QEC makes recommendations for further enhancements and enhancement strategies to the Academic Board (AcB).

5.2 Quality Assurance and Enhancement Timeline and Reporting Structure

The quality assurance activities at Oxford Business College align with the academic year, starting in September and concluding in August of the following year. The college's quality assurance cycle encompasses annual and quarterly reporting, including the Programme-level Annual Monitoring Review (AMR) which are then aggregated to the institutional level for the Annual Monitoring Review (AMR) and processes. These include the AMR, quarterly program and operational progress reporting, student council feedback at QEC meetings, student and end-of-module surveys, and quarterly performance data monitoring

by the Senior Management Team (SMT).

5.3 Institutional Review

The Annual Monitoring Review (AMR) document serves as an institutional-level quality assurance tool presented annually to the Board of Governors (BOG). This comprehensive report encompasses various areas crucial for institutional evaluation and enhancement. It provides a reflective account of the college's performance, major developments, achievements, and challenges over the review period. Additionally, the AMR outlines the institutional-level Enhancement Plan for the following year, which incorporates insights gathered from the Programme-level AMR processes. Structured sections include an Executive Summary, Introduction, Strategic Review, Programme Reviews, Management & Governance, Student Support and Welfare Services, and Business Planning & Resources. The AMR plays a vital role in the institutional review process, facilitating ongoing improvement and alignment with regulatory standards.

