



## Version Control Statement

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## **External Reference Points**

- Funding Partner organisation's
- Ofsted EIF



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# Quality Management and Assurance Policy at WCOL

## Introduction

This Policy seeks to provide a systematic approach to the management of quality within Winston College of London (WCOL). It identifies points (stages on the learner 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 programs provided by the College is determined at the program approval stage, through the Program approval, modification, and cessation policy. The Program approval, modification and cessation form is used as a tool to measure the quality of program at that stage, whilst the Evaluation and Review Policy provides details on Annual Monitoring and periodic reviews on program. These policies provide the necessary, detailed guidelines on the purpose, and procedures for program 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 Board of Directors, as necessary. For example, an internal Governance review may be triggered by the Chair of the board anytime during the year. The output will serve as a guide to ensure 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 Standardisation Panel may commission random checks on Internal Verification/Moderation processes to ensure that these are functioning as planned, outside the standard times. Similarly, learner 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 Board of Directors (BOD) maintains overall oversight of quality, particularly enhancement processes and procedures to safeguard and deliver Value for Money to the learners and taxpayers. The BOD oversees the implementation of the Strategic Plan, Quality Improvement Plan, and major policy changes regarding the WCOL's approach to quality. A full monitoring and review process covering all areas will be conducted once each year.

However, the BOD will conduct ad-hoc reviews as and when it sees fit, especially interim



reviews after six months where necessary. Annual monitoring reviews conducted on program should feed into the annual reviews of the overall governance. WCOL will participate in external quality reviews including Awarding Body reviews whenever these are due, surveys, Learner View and Employer View Questionnaires and Staff surveys.

## Quality of program

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

Review of programs 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 program 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. Program quality is measured by the usefulness of each program 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 learners if the learning opportunities are not communicated effectively to the learners and potential learners. Effective communication of the opportunities available to learners should be clearly written for its intended audience, the audience receives the information, understands, and acts on it. The College seeks to provide clear, consistent, and accessible Advice and guidance / communications, from pre-entry through to graduation and beyond, to ensure that learners are fully informed of the opportunities and support available to them.

The Teaching, Learning and Learner Experience sub-committee of the Academic Board (AB) conducts a full audit of the information on opportunities available to learners 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 learners.

Effective communication with learners 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 learner retention, progression, and achievement.



Potential applicants are invited to provide their views on the information available to them. Learners 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, in written communication and in electronic formats on the website or VLE, in learner handbooks, and prospectuses.

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

## **Enabling learner achievement**

WCOL will use a range of means to measure the support and effectiveness of the support available to learners. Such support should be effectively communicated. It should meet the support needs of the learners. 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.

WCOL believes that learners should be allowed a choice of timetables that meet their individual needs. Effective scheduling of classes and academic calendars that clearly spell out the expectations on learners at each stage of their journey and regarding attendance at scheduled classes and other support appointments reduce the risk of learners dropping out of their programs or failing to achieve at the end of the program.

Learners 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 using the learner survey. This will make up a part of the overall review of WCOL by the Board of Directors. WCOL will also measure regularly, the allocation of resources in the form of Key Performance Indicators monitored by the Standardisation Panel.

Use of resources by learners such as how often they access the VLE may indicate the usefulness of such resources or the need to train both staff and learners 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 teamwork 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 the learner's 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, learners 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 programs are delivered.

## **Quality of assessments**

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

Feedback to learners 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.

## **Learner Engagement**

The College measures learner engagement by the participation of learners 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 learner surveys, these will be monitored and approaches to encourage and improve learner engagement discussed and agreed with learners. Effective engagement will increase the number and quality of suggestions on quality from learners whilst reducing the number of complaints.

## **Quality of data**

Regulatory, quality assurance and awarding bodies rely on accurate data to monitor trends in the education 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. The outcome of regular checks will result in changes in policy. These trends will be monitored by the Teaching, Learning and Learner Experience committee.



## Responsibilities

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

The Assistant Principal Quality 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 APQ also serves as an advisor to the Board of Directors (BOD) and the Standardisation Panel, 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 College conducts regular monitoring and evaluation of all its processes, including quarterly, half yearly and annually. As the College 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 APQ writes summaries of the findings for the Board of Directors and makes comments to the Academic Board.

### ***Other Responsibilities***

The Directors have 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 College responds to external examiner reports, the engagement of learners in quality assurance and staff observations.

## Other External Expertise

WCOL will consider from time to time, the input of 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 WCOL's curriculum and its relevance to the needs of the local communities. They thus participate at the program approval stage to ensure that the WCOL 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 learners on the choice of courses at the start of their programs 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 learners receive the most up-to-date and relevant teaching within their programs and to enhance the overall learner 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 will be consulted during course design and to provide membership services to both staff and learners, thus boosting employment opportunities for learners. They are also invited where possible to approve courses as confirmation that the courses meet their standards and expectations.
- WCOL will invite external teaching staff, especially those from partner organisations to observe teaching, conduct verification/moderation of assessments and to exchange good practice with WCOL staff
- All the above external experts may be invited to provide impartial and independent scrutiny on the approval and review of the provision.

## **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

## **Learners**

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



Learners are invited to meet with applicants and new learners 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 programs, 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 learner Surveys. <i>Internal Review of Governance Template Internal Academic Review Template Internal learner (NSS format) survey form</i>	Quality Improvement Plan Changes in Policy Changes in strategy Changes to resource plans
Quality of programs	Effectiveness, and effective implementation of procedures of selecting quality programs	Annual program 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>Program approval, modification, and cessation policy</i> <i>Program 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 programs/aspects of programs such as modules or assessment methods, Revised/new approaches to the process of approval of programs
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 learner survey form</i>	New (revised) policy/procedure on marketing and recruitment Review of Published information Policy Published information



Recruitment and admission of learners	Quality of information on website including details of program on offer, how they are delivered, Entry qualifications, application process,	Surveys on applicants Feedback from/Views of potential applicants Review meetings Admissions complaints	Throughout the year, at the end of each admission cycle <i>Admissions policy</i> <i>Admissions review procedure</i> <i>Learner survey on admissions form</i> <i>Review meeting template</i>	Revised information placed on the website, clear information made available to learners by the various means,
	recruitment process, admission process		<i>Action plan template</i> <i>Admissions complaints form</i>	revised/new policies on/process of recruitment and admission
Induction of learners	Effectiveness of the induction process, quality of information provided/collected during the induction process	Learner surveys, review meetings	At the end of each admission/recruitment cycle <i>Learner survey on admissions form</i> <i>Induction Review meeting template</i> <i>Action plan template</i>	Revised/new policies on/process of induction of learners, 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 learner achievement	Consistency, accessibility, ease of understanding, learner-centredness and currency of policies that are linked to appropriate procedures to facilitate seamless identification of, and access to, any academic or other learner support needs.	Learner surveys on the impact of current and proposed policies and procedures on learners with protected characteristics, use of individual learning plans and IPAS/IAG to identify support needs for learners	At the application stage and throughout the learner learning journey <i>Retention Attendance and Learner Support Policy</i> <i>Extenuating circumstances policy</i> <i>Reasonable adjustments policy</i> <i>Special consideration policy</i> <i>Learner Management Committee meeting template</i> <i>Action Plan Template</i> <i>Application for extenuating circumstances or special consideration form</i> <i>Learner submission attendance and risk analysis form</i> <i>IPAS form/ IAG Forms</i> <i>Individual learning plan template</i> <i>Learner survey form on policies relating to learners with protected characteristics</i>	Policies/procedures to promote effective identification and mitigation of barriers to learner development and achievement. Recognition of the diverse needs of the learner body with improvements in aspects of the learner experience such as complaints, retention, or progression.
	Effectiveness of processes to identify support needs/providing support to learners, quality of support, quality of information about support available to learners, range of support, equality of opportunity for all learners to develop academic and professional skills, quality and range of resources available to support learners	Learner Surveys, uptake of support, learner transition into higher education and progression through the learner life cycle	Throughout the academic year <i>Learner 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 learners, enhanced procedures for the identification of training needs for support staff



	Effectiveness of scheduling of classes/teaching calendars, quality of processes to enable learner development	Learner Surveys, uptake of support, Learner Attendance trends, Number (%) of learners at risk	Monitoring according to the Retention, Attendance and Learner Support Policy, Regular reports on attendance and retention to the Board of Governors <i>Learner 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 learners 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 learners, effective use of resources by learners	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 learner: staff; learner: 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, learner 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>Learner 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	Learner surveys, internal verification processes outcomes, external examiner reports, standardisation of assessments, quality of feedback given to learners	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 learner 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
Learner Engagement	Learner uptake of engagement activities: Attendance at key meetings (Boards, Panels, Committees), learner participation in surveys, number of complaints, suggestions	Learner satisfaction surveys, trends in participation	Throughout the learner journey <i>Learner satisfaction survey form</i> <i>Learner engagement analysis form</i>	Changes/Improvements to the Learner 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
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