



Quality Assurance Policy

1. Purpose and Scope

The purpose of this Quality Assurance Policy is to establish a framework for maintaining and continuously enhancing the quality of education and services at Oxford College of Education. This policy applies to all aspects of academic and administrative functions within the institution.

2. Commitment to Quality

Oxford College of Education is committed to providing high-quality education and services that meet or exceed the expectations of students, faculty, staff, and other stakeholders. We strive to create an environment that fosters continuous improvement and innovation.

3. Compliance with Regulatory Standards

The college is committed to complying with all relevant regulatory standards and requirements set forth by educational authorities. We will regularly review and update our practices to ensure alignment with current standards and regulations.

4. Continuous Improvement

Continuous improvement is a fundamental aspect of our commitment to quality. The college will establish and maintain processes for ongoing assessment and improvement of educational programs, services, and administrative functions.

5. Quality Assurance Structure

The Quality Assurance Committee will be responsible for overseeing the implementation and effectiveness of the quality assurance processes. The committee will consist of representatives from academic departments, administrative units, and student body.

6. Quality Assurance Processes

a. Curriculum Development and Review:

Regularly review and update academic programs to ensure relevance and alignment with industry standards.

Seek feedback from students, faculty, and industry experts for continuous improvement.

b. Teaching and Learning:

Implement regular faculty development programs to enhance teaching methodologies.
Encourage the use of innovative teaching techniques and technologies.

c. Student Assessment:

Develop and implement fair and transparent assessment practices.
Regularly review assessment results to identify areas for improvement.

d. Student Support Services:

Provide comprehensive support services to students to enhance their overall learning experience.
Collect feedback from students to evaluate and improve support services.

e. Infrastructure and Facilities:

Regularly assess and upgrade infrastructure and facilities to meet the evolving needs of students and faculty.

f. Feedback Mechanisms:

Establish mechanisms for collecting feedback from students, faculty, and staff.
Use feedback data to identify strengths and areas for improvement.

7. Monitoring and Evaluation

The Quality Assurance Committee will conduct regular reviews and evaluations to assess the effectiveness of the quality assurance processes. The findings will be used to make informed decisions and implement improvements.

8. Communication

This Quality Assurance Policy will be communicated to all stakeholders, including students, faculty, staff, and relevant external parties. Regular updates and information regarding quality assurance initiatives will be shared through appropriate channels.

9. Review and Revision

This policy will be reviewed annually to ensure its continued relevance and effectiveness. Any necessary revisions will be made in consultation with relevant stakeholders.

This Quality Assurance Policy is an integral part of Oxford College of Education's commitment to excellence in education. It reflects our dedication to providing a dynamic and supportive learning environment for all members of our academic community.

“Oxford College of Education is committed to providing education and training of the highest quality.”

This document outlines the objectives and procedures that underpin this commitment, detailing how we, as an institution provide, audit and improve the following: quality teaching, quality learning and student satisfaction.

PART ONE: QUALITY TEACHING

1.1.1 Staff is included in, and benefit from, observation and appraisal processes.

1.1.2 Outstanding academic staff is the college’s strongest asset.

1.1.3 At interview, teaching staff is required to demonstrate its communication skills and subject knowledge in presentations and demonstration lessons.

1.1.4 Lecturers are observed teaching at least once a month for their first three months at the college. Lesson observation notes then form the basis of the lecturer’s appraisal, at the end of his/her probation period.

1.1.5 Lecturers are observed teaching by the Director of Studies. Lesson observation notes from this process are then shared and discussed with the lecturer in a one-to-one, follow-up meeting. This informs personal target-setting by the lecturer. Observation notes, meeting notes and targets are then copied into the staff file; all such notes are reviewed in subsequent meetings and in appraisal at the end of the year.

1.1.6 Lecturers who have completed their probation period are observed formally on further occasions at the Director of Studies’ discretion, until appraisal at the end of the year

1.1.7 Lecturers are also observed by one another, on a more informal basis. (see 1.2.7 below) Peer observation notes are then shared and discussed openly and this process is hoped to facilitate the spread of good practice across the college. Peer observation notes may be copied into the lecturer’s staff file at his or her own discretion.

1.1.8 A failure to improve areas of concern that might be highlighted during the (formal, not peer-) observation and appraisal processes may lead to a verbal or written warning and ultimately to dismissal.

1.2.1 Staff receives continuous training and takes responsibility for its learning.

1.2.2 It is assumed that, in the right environment, the quality of each staff member's performance will improve over the time they spend with the company. The staff training programme aims to facilitate this development.

1.2.3 At least one in four staff (department) meetings is used as a platform for staff training.

1.2.4 The Director of Studies is responsible for the training of the Academic Department. The Principal is responsible for the training of the Administrative Department. The Director is responsible for the training of Senior Management.

1.2.5 The Staff Training Log records each of these training sessions - it is the duty of the member of staff responsible for each training session to record that session in the log.

1.2.6 Each member of staff keeps her/his own personal training log. This is used to record each training session at college, and staffs are also encouraged to record aspects of their own learning outside of the prescribed curriculum. A ratio of one self-directed learning experience to every three directed by the employer is suggested.

1.2.7 Peer observation is counted as self-directed learning. Lecturers are encouraged to observe their colleagues teaching as often as is practical - a minimum of once per term. They share their Peer observation notes with the lecturer whom they observed (see 1.1.6 above), and record in their personal training log any notes on good practice that may aid their own professional development.

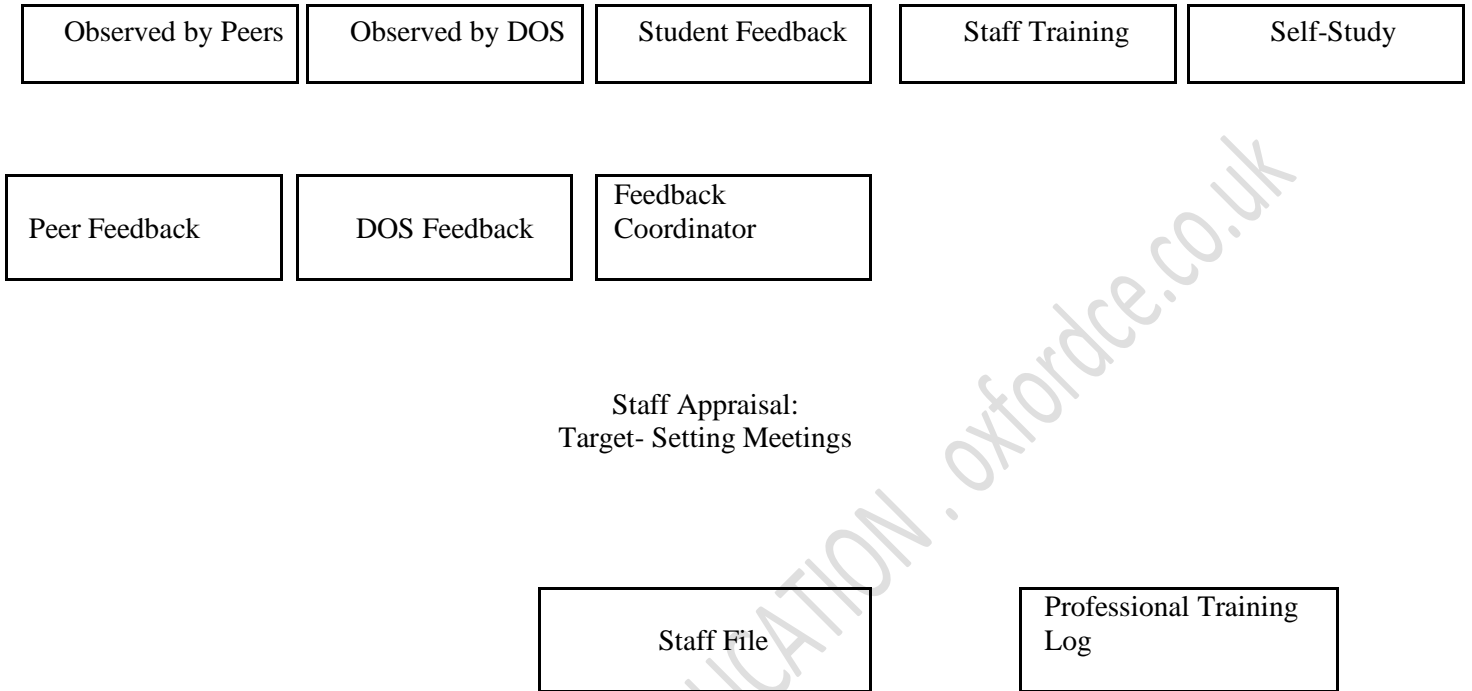
1.2.8 In their personal training logs, staff also evaluates each learning experience, grading it according to perceived benefit, relevance and quality of delivery. During appraisal at the end of the year, they are asked to analyse their own professional development with reference to the training programme.

1.2.9 Training logs are discussed in staff appraisal meetings, and inform target-setting during that process.

1.2.10 The personal training logs of all staff are also used to evaluate the whole staff training programme as delivered by each head of department. At the end of each term this response is analysed by a joint meeting of those heads, and in this meeting the whole staff training programme is reviewed and revised accordingly.

1.2.11 The staff training, observation and appraisal systems are represented in figure 1 below.

Teaching



Professional Development

Figure 1: Staff development

PART TWO: QUALITY LEARNING

2.1.1 Students are provided with all the information they need-before, during and after their course.

2.1.2 Information about each course - title, award, awarding body, course structure, syllabus, entry requirements, duration, assessment criteria, and appeals procedure - is made available to students and prospective students via four channels: the college website, the student handbook, the pre-enrollment interview orientation day sessions.

2.1.3 The website, student handbook and interview also explain the college's Attendance and absenteeism Policy

2.1.4 Attendance requirements of each course, such as the number of study hours per week, are clearly stated on the website and at interview. More detailed information, including the names and qualifications of lecturers, class timetable and year plan, is provided to students after they have enrolled, in the Course Induction Pack, on the website and on the notice-board.

2.1.5 Lecturers, under the guidance of the Course Leader, are expected to add value to the basic syllabus.

Unless otherwise specified, it is their responsibility to plan lectures and handouts from the course syllabus, and to deliver them to students in a way that is most readily accessible to them.

2.1.6 Students are asked to study all written material provided to them by their lecturers, including material written by the awarding body as well as that written by the college. Feedback is analysed by the Senior Tutor, and a copy goes directly to the Course Leader for immediate review. The Academic Department is expected to take the initiative in improving the quality of written material, using its professional skills and experience. See 3.2.4 below for how this fits into the wider feedback process.

2.2.1 Students are provided with an appropriate level of learning support, if required or requested

2.2.2 The college provides additional support to students for whom English is not a first language, and to those whose IT skills are deemed to be no higher than the minimum requirements of the course.

2.2.3 Academic certificates - particularly IELTS reports - and then a placement test, determine whether a student shall be offered learning support, although the first assessment of students' abilities is informal, at interview. Lecturers and tutors are also encouraged to make continuous, informal assessment as the course progresses.

2.2.4 Most learning support comes in the form of additional English language classes and basic classes. These classes are each held once per week.

2.2.5 Lecturers are also encouraged to provide differentiated resources, and the Senior Tutor has the authority to insist on this, based on progress meeting notes and other feedback.

2.2.6 Students receiving learning support are asked to evaluate their classes according to the standard student feedback format; they are also asked to evaluate the effectiveness of the programme as a strategy for raising achievement. This feedback is analysed in the same way as other course-specific student feedback: see 6.2 below.

2.2.7 See the college's Learning Support Policy for further information.

2.3.1 Student progress is monitored by the college, according to individual and objective standards.

2.3.2 In addition to continuous, informal assessment of our students on the part of their lecturers, the college holds progress tests every term, for each student. These tests are marked by the course lecturers.

2.3.3 Each student then meets the Senior Tutor for a progress meeting, every term. Meetings examine progress test results, and set and review targets by means of personal action plans. These action plans are copied to the student's file, and on the student's personal profile within the College Information Management System (CIMS). Students are encouraged to meet their targets over the following term, and their progress in this respect forms the basis of review and discussion at their next progress meeting.

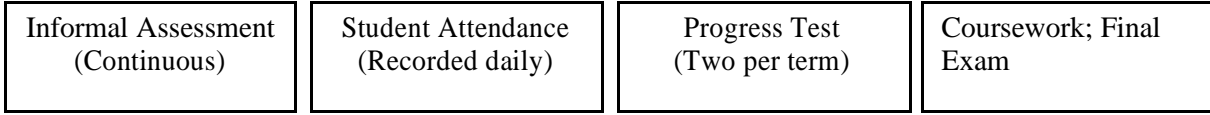
2.3.4 "Targets" boxes within the progress meeting notes pro-forma are included to facilitate more productive progress meetings, and to provide quantitative data for analysis.

2.3.5 Coursework and final exam results are monitored according to external standards: the Course Leader and Senior Tutor analyse college results, alongside the published results from our awarding bodies. A yearly review of this data, and each term reviews of progress test results are then presented to Senior Management who, in discussion with the Academic Department, use the results to inform future strategies for raising achievement.

2.3.6 Reviews of attendance and punctuality, of recruitment and retention, and of the various targets set at progress meetings and their success as a tool for raising student achievement, are also included in the Senior Tutor's reports to Senior Management

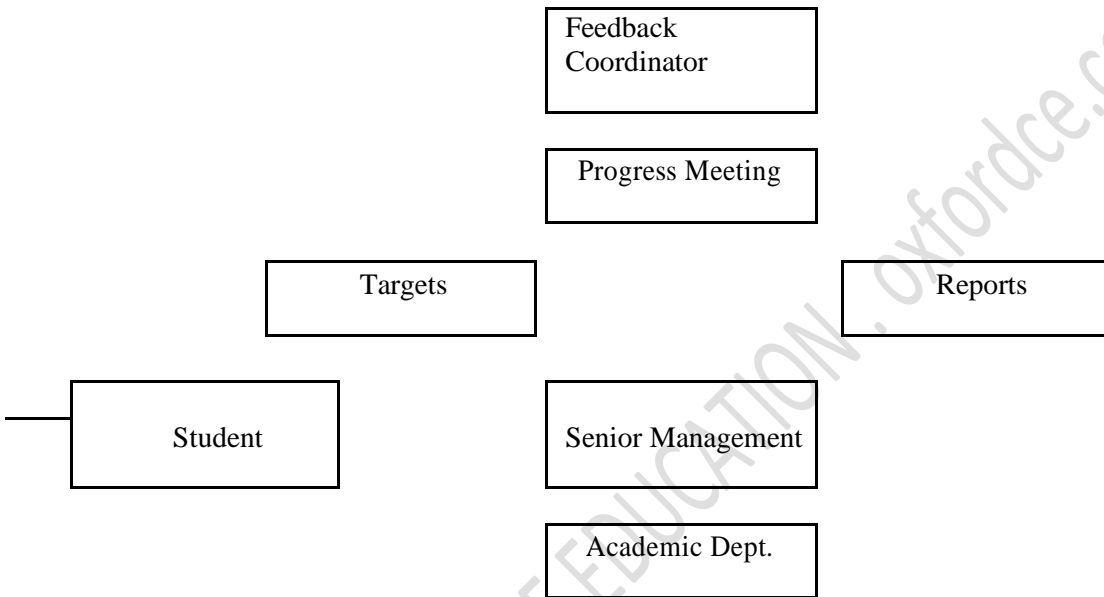
2.3.7 The systems for monitoring student progress are represented in figure 1 below.

Teaching and Learning



Academic Dept.

CIMS



Planning

Figure 2: Monitoring student progress

PART THREE: CUSTOMER SATISFACTION

3.1.1 Students have access to Senior Management, who is responsive to their views.

3.1.2 There are many channels by which students are enabled to feedback their views to Senior Management. A “Your Views” section within the website and student handbook, and a “Your Views” poster displayed prominently at the college, ensure that students are aware of the different ways by which they may access the feedback system.

3.1.2.1 - Friendly, approachable staff: A key requirement for all OCE staff is that they have excellent communication skills. OCE staffs are trained to be “always available, approachable and amiable.”

3.1.2.3 – every student and member of staff can be in constant communication, be it for online resource, news updates, notices, email or personal messages.

3.1.2.3 - Student Representative: Each academic year, Student Representatives are elected by the student body to act as their representatives. Student representatives are available to students throughout the year; they can be contacted in person, via email or telephone, or by sealed envelope using the Student Reps post-box at Reception. The Student Representatives keep a log book of all requests, suggestions and complaints, which they discuss in regular meetings with the Senior Tutor and the Principal himself.

3.1.2.4 - Progress Meetings: Any student feedback from progress meetings is recorded by the Director of Studies and presented to Senior Management for review.

3.1.2.5 - Feedback Questionnaires: Each term, students are asked to evaluate their lecturers and their overall level of satisfaction with the college. The resulting Feedback Questionnaires, which are anonymous, are analysed by the Senior Tutor, who presents his/her findings to Senior Management at their review meetings.

3.1.2.5 - Complaint Forms: See OCE Complaints Procedure.

3.2.3 At the end of their year’s tenure, the Student Ambassadors are presented with a summary of actions taken by the college in response to student feedback. The Student Ambassadors then prepare their annual report, an assessment of the responsiveness of Senior Management and of the functionality of the feedback system as a whole, together with recommendations for improvement. The annual report of the outgoing ambassadors is presented to their successors at the beginning of the following year.

3.2.4 The feedback system is represented in figure 2 below.

Teaching and Learning; College Administration

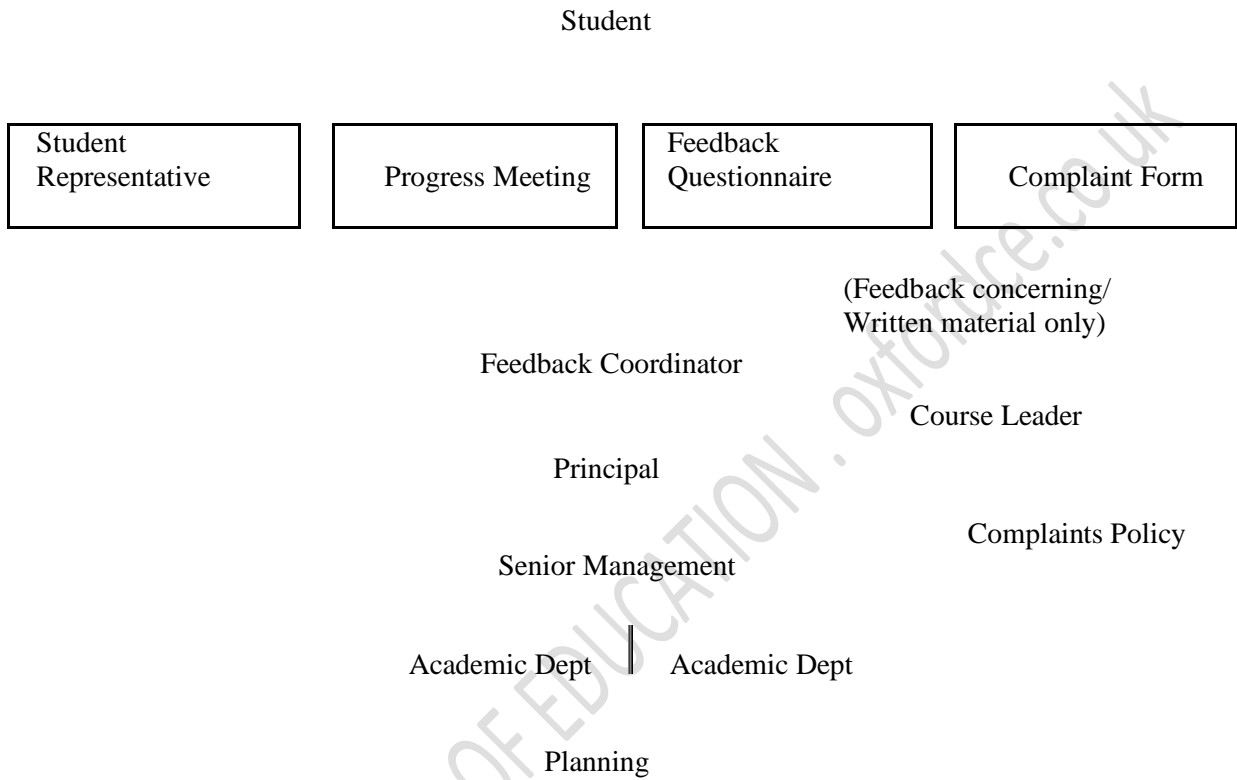


Figure 3: Student feedback