

QUALITY ENHANCEMENT STRATEGY

Introduction

The key principles of the Quality Enhancement Strategy are that the College creates an environment where all its stakeholders (students, staff, employers and the Board of Management):

- Strive to learn and improve their performance
- Are motivated to engage with further learning
- Strive to share good practice

The Quality Enhancement Cycle

QUALITY IMPROVEMENT

The annual cycle for quality assurance and improvement ensures that the strategic planning process informs self evaluation and both inform the improvement planning for each team. Dates are set within the year for reviewing operational targets for each team by the senior management team. This integrated process drives the cycle of quality enhancement throughout the organisation.

- All teams (academic and support) carry out the self evaluation process in relation to their own pertinent quality framework identifying strengths and weaknesses and setting themselves necessary action points.
- All self evaluation reports are brought together to form the College's self-evaluation report
- All action points from the self evaluation process are addressed within team quality improvement plans.
- All quality improvement plans are brought together to form the College's quality improvement plan for the year which is ultimately informed by the strategic plan
- All teams are expected to implement actions identified for them within the College's operational plan
- All quality improvement plans are reviewed 3 times within the academic year with the senior management team to identify progress towards targets set. The Assistant Principal, Curriculum and Quality will closely monitor, in association with academic team leaders, any programme which is showing significant deviation from key performance targets or quantitative evidence of poor performance and take remedial actions wherever necessary.

Documents: Team self evaluation and quality improvement plans

Strategic Planning

The strategic planning process is one of annual review and updating of the 3 year rolling plan which results in a new formal plan being produced on an annual basis.

Strategic planning events precede the drawing up of the formal document. Staff and students are invited to contribute strategic ideas to the strategic planning events and two days are set aside to examine the current status of both the internal and external drivers of strategy for the organisation.

The Board of Management are also involved in the examination of these drivers at a separate event: they also interact with students to improve their understanding of internal operations within the organisation.

The Board of Management formally approve and monitor the implementation of the definitive plans throughout the year. They are also responsible for monitoring key performance target trends on a College-wide basis and receive reports on performance from each of the teams.

The strategic plan services specific strategies in relation to organisational function, namely:

The Estate Strategy
The ICT Strategy
The International Strategy
The Learning and Teaching strategy
The Marketing Strategy
The Quality Enhancement Strategy

Document: The Strategic Development Plan

Key Performance Indicators

The College aims to meet 100% of action points identified through the team self-evaluation process. Where targets are no longer relevant because of changes in circumstances, this is explained through review meetings with individual team leaders.

The College uses both quantitative and qualitative performance indicators to inform, monitor and identify trends

- Full-time course team data is reported in each academic team's self evaluation documentation including previous trend data. This information is highlighted according to set targets using a traffic light system. Part-time course data also informs self evaluation but is not published in self evaluation documentation because of the nature of some spanning courses. Student satisfaction data is also collated from surveys to produce graphic representations of student satisfaction comparing previous years.
- Qualitative data is gained through a range of surveys and fora (both for students and employers) including

- Pre-entry and induction survey of students
- On course and pre-exit survey of students
- Employer survey
- Staff survey
- Post course success survey
- Student liaison forums and student association feedback
- Complaints logs
- Employer liaison meetings

Programme Review Process

Course teaching teams meet three times per year to review the progress of students on individual programmes. These meetings are informed by staff-student liaison meetings (3 per year using a standard template) , individual tutorial feedback, team meeting feedback, unit evaluations and learning & teaching evaluations. These meetings are recorded.

The Academic Board meets three times per year (at the end of an academic block) to review the target progress for individual programmes/teams and to receive reports on issues within programmes that require action.

Other Associated Procedures

Internal verification (see verification procedures)

Communication Strategy

Learning and teaching Evaluation Procedures

Internal Audit

A process of internal audit is carried out by the Assistant principal, curriculum and quality.

External Audit

Annual desk audit by SQA confirms compliance with SQA quality standards

The HMIE review model identifies the base standard set for quality enhancement within the College