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MONT ROSE[®]
COLLEGE

Quality Assurance Framework 2021-2023

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Introduction

Mont Rose College has developed its quality assurance framework to conduct the institutional oversight concerning quality and standards.

The purpose of quality and standard oversight is to:

1. Enable the effective and efficient monitoring of academic standards and quality of the student experience
2. Provide a mechanism for critical review and, in doing so, highlight and promote good practices across the institution
3. Ensure that the quality of learning opportunities is appropriate to enable students to meet academic standards.
4. Ensure that quality assurance processes are in place and are carried out vigorously

Quality Assurance Framework

The quality and standard oversight of the College depends on the MRC quality assurance framework. This framework relies on the following factors:

1. Academic governance
2. Risk Register
3. Teaching and Learning Strategy
4. CPD for staff
5. Mentoring Programme for newly inducted staff
6. New programme approval process
7. Annual review of policies and procedures
8. Use and implementation of quality code in policies and procedures
9. Annual monitoring reports
10. Internal Controls
11. Student participation and engagement in quality management
12. Sharing of good practices
13. Value for money
14. Students' feedback
15. Academic Staff feedback about the students
16. Student retention and achievement data analysis
17. TEF rating

18. NSS results
19. External Verifier/ Internal Verifier Report
20. Programme/ Course Development
21. Diversity & Equality
22. Internal Verification Process
23. Robust Student Complaint Process
24. Admission Process

1. Academic Governance

The Board of Governors (BOG) and Academic /Quality Assurance Board (AQAB) are mainly involved in the academic governance of the College. The role of the BOG is to develop and approve the mission, vision, and strategic plans of the College and monitor the overall performance of the College through key performance indicators. AQAB is the final academic authority of the College and advice BOG on academic matters. They are responsible for:

- Internal approval of new programmes
- Annual monitoring of all programmes
- Periodic review of programmes
- Developing, monitoring, and reviewing academic policies and their effectiveness

2. Risk Register

3. A risk register is a tool that aims to help managers evaluate and monitor risks to inform decision-making. Risk registers help provide oversight of critical risks, and an awareness of the risk environment can effectively meet strategic objectives.
4. A risk register will completed by individual managers on behalf of their departments. It is reviewed by the Academic/ Quality Assurance Board and approved by the Board of Governors.

3. Teaching & Learning Strategy

This policy applies to teaching staff, teaching assistants, learning support staff, and any other staff who directly or indirectly facilitate learning within the College.

The strategy helps to ensure that the College provides a challenging and inclusive teaching environment to help students fulfil their potential. It covers the risks involved in ensuring high student retention, achievement, and progression rate through flexible pedagogies, inquiry-based learning, and developing digital capabilities of all staff and students.

4. CPD for Staff

Mont Rose College is committed to promoting and upholding the highest quality academic and ethical standards in all its activities. Therefore, the staff's continuous professional development is considered vital to delivering high-quality services to our student community. CPD ensures that the staff knowledge stays relevant and up to date. With the changing trends and directions due to the highly volatile external environment, it becomes imperative to improve our skills and knowledge. The staff CPD plans are discussed and developed on an annual basis keeping in view the organisational requirements and their staff needs and requirements. It is a vital factor in ensuring that quality services are provided to internal and external customers.

5. Mentoring Programme for Newly Inducted Staff

An academic Staff mentoring programme is offered to all newly inducted staff. Mentors are assigned for a period of six months. Their job is to provide continuous help, support, and guidance to new staff members so they will be able to fit in the current system smoothly and the quality of the service is not compromised.

6. New Programme Approval Process

Academic/ Quality Assurance Board will approve the new programmes which are put forward by different departments. The new course approval proposal includes extensive research conducted and the full audit of the current resources required to offer that course. The proposal also includes a financial forecast to ensure financial viability to offer that course.

7. Annual Review of Policies and Procedures

All Policies will be reviewed and approved by different relevant committees and boards to ensure that they are up to the required standards and legal requirements.

8. Use and implementation of quality code in policies and procedures

All relevant policies will be mapped according to the chapters of the Quality Code for quality assurance processes.

9. Annual monitoring reports

Annual monitoring will be conducted for each cohort to ensure that the quality standards are maintained. Annual monitoring includes student retention, achievement, student feedback, staff feedback, and EE reports concerning that subject area.

10. Internal Controls

The purpose of the Internal Controls at Mont Rose College (MRC) is to ensure that the responsibilities are assigned, clearly understood, and carried out at all levels. The maintenance of adequate internal control systems ensures that the College complies with the financial, business, academic, regulatory, and legal requirements.

The internal controls provide the College and its' stakeholders reasonable assurance that robust arrangements are in place to prevent and detect corruption, fraud, bribery, and other irregularities effectively and achieve its strategic goals and objectives.

11. Student participation and engagement in quality management

Student representation and student's voices are vital in ensuring that quality standards are maintained as they are our primary customers. The college students are part of different boards and committees and are involved in the governance of the College.

12. Sharing of good practices

Academic staff from all departments have to complete and share the good practices they adopted in the classes and share that information on College VLE to benefit other teachers.

13. Value for money policy

Value for Money (VFM) is the term used to assess whether or not an organisation has obtained the maximum benefits from the goods and services it acquired or provides, within the available resources. It also takes into account a mix of quality, cost, resource use, sustainability, fitness for purpose, and convenience to judge if they constitute good value when taken together.

Commitments of the policy are:

- Policies: Embedding VFM while creating policies, systems, and strategies at all levels of operations.
- Innovation: Exploring new opportunities to deliver better VFM by adopting new technologies and processes.
- Learning: Benchmarking our activities against other organisations and identifying, sharing, and adopting the best practices to deliver value for Money.
- People: Recruiting qualified and competent staff to provide the best student experience
- Facilities: Providing and maintaining high-class facilities
- Budgeting: Considering the VFM when setting budgets, allocating resources, and deciding on the action plans.
- External audit: Considering VFM as part of the annual audit report issued by the external auditors.
- OFS: Aligning the College's approach to VFM with the OFS value for money strategy.
- Purchasing: Developing Internal controls for all departments purchasing to ensure the best quality of goods and services are provided to staff and students at the most economical price.

14. Student Feedback

In Mont Rose College, all students are encouraged to complete feedback forms during each session relating to the facilities offered by the course content, teachers, teaching methodologies, and resources. This information is evaluated and analysed by the Academic/ Quality Assurance Board, who then later on take decisions for improvements.

15. Academic Feedback

All academic staff members are expected to offer feedback to the students with reference to their progress, college development, the market value of current courses, identification of new courses, building a good rapport with students, student issues, and assessments.

16. Student retention and achievement data analysis

Student retention and achievement are vital factors in assessing the quality standards. The College has set a benchmark of 80% and above for each cohort. The data was analysed regularly after each term for scrutiny and the annual monitoring of each cohort.

17. TEF rating

The College TEF rating is also a benchmark of quality standards.

18. NSS Results

NSS results are also a factor to be considered to assess quality offered by different departments of the College. It helps in maintain and monitoring quality.

19. External Examiners/Verifiers feedback

The examination reports developed by the external examiners and external verifiers sent by different awarding boards are vital for Mont Rose College to improve its quality policies and procedures.

20. Programme/ Course Development

The Academic Manager is responsible for ensuring that courses offered at Mont Rose College should:

- Prove to be a valuable educational experience for the students
- Fulfil both the academic requirements and employment needs of the students
- Support the overall objectives of the College and the programme

Following policies have also been developed to ensure quality procedures at all levels.

1. Academic Misconduct Policy
2. Equal Opportunity Policy
3. Academic Appeal Policy & Procedure

21. Diversity & Equality

Mont Rose College is committed to creating a place where everyone, whatever their circumstances and/or background:

- Is fully respected
- Is listened to and encouraged to give their views
- Feels welcome
- Is treated in a friendly way
- Is treated in an equal way
- Has equality of opportunity

The College will work to ensure that:

- Equality of opportunity is embedded in all policies, practices, decision-making, and evaluation processes
- A visibly diverse environment is created which values difference and raises aspiration
- Flexible opportunities are offered which meet local learning needs and enable all students to realise their potential
- All staff are clear about standards and strategies to meet diverse learner needs and are equipped to respond effectively
- The fullest participation of all students and staff are secured in all areas of College life. Issues of under-representation will be addressed and, where appropriate, incorporated into equality and diversity impact measures

- There are clear procedures for challenging discrimination, harassment, and unacceptable behaviour
- Rigorous analysis is undertaken to identify equality gaps, and strategies to address these issues are implemented and monitored through equality and diversity impact measures
- Comprehensive and imaginative feedback systems are developed to capture learner, staff, and stakeholder perceptions of our performance and potential for improvement
- Positive images of achievement from all sections of society are recognised and celebrated
- No member of its community is unfairly disadvantaged because of their social or economic background
- Job applications are welcomed from all sections of society, and selection is made on the basis of specified skills and abilities. Exceptions are only permitted in the event that there is a genuine occupational requirement

22. Internal Verification Process

It's the process to ensure that there is a consistency of marking across each subject area; it also ensures that all teachers have the same level of marking. It acts as a standardisation tool against sector norms and gives the institution academic credibility. It also helps students to have confidence in our marking systems.

23. Robust Student Complaints Process

The complaint procedure's primary function is to ensure that Mont Rose College is committed to providing high-quality education and a good learning experience to all students. To make the process robust and efficient, the Complaints Procedure is split into 5 departments so that their complaints are directed to the correct department to get quick responses and resolution.

24. Admissions Process:

Mont Rose College welcomes applications from all prospective students with the motivation to learn and the potential to succeed. The College review and update the admissions policy and procedures to ensure that it continues to support the mission

and strategic objectives of the College. The College is committed to ensuring equality of opportunity for all individuals seeking a place on a programme.

Mont Rose College will ensure that all applications are dealt with on an individual basis and are considered fairly in line with the College's Equality and Diversity Policy, Admissions Requirements, and Guidelines and any relevant legislation like Data Protection, Competition and Market Authority, etc. (Guiding Principle -1 Core Practice) The policy and procedures are clear and are conducted professionally by the trained staff members.

Conclusion

A report will be developed covering all the above points by the Academic/ Quality Assurance on annual basis to be presented to the Board of Governors for review.

