MONDO INTERNATIONAL ACADEMY

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QUALITY ASSURANCE POLICY

STRATEGIC RESPONSIBILITY

Academic director: Quality, Curriculum

Functional Lead:

Head of the Quality Unit, Head of Learning & Curriculum Unit

Status of this Document: Approved September 2020

This Policy presents Mondo International Academy's policy on the quality assurance of its academic systems, along with details of the procedures, responsibilities, and guidance for implementation.

1. Policy Statement

1.1 Aim

Through its quality assurance policy and procedures, Mondo International Academy strives to achieve excellence in the quality of all aspects of its academic provision and services, to meet the commitments of its Learner Charter.

1.2 Scope

The QA policy, its framework, and its procedures relate to any course provided by, or organised by, Mondo International Academy, requiring the formal enrolment of participants (students, staff or organisations with whom Mondo International Academy has a contract, etc.).

1.3. The Approach

Within the over-arching themes of continuous improvement and self-evaluation, the principle is a three-tiered approach to quality, supported by other, specific, key strands.

The three tiers are as follows:

- **Tier One** Having clear, specific standards and procedures for the organisation and delivery of courses;
- **Tier Two** Reviewing and self-evaluation procedures to improve practice;
- **Tier Three** Auditing and review of both the delivery and reviewing procedures to improve the systems.

1.4. The other key strands are:

- adopting good relevant practice from external agencies;
- staff development and training, linked to the formal staff development and review policy;
- defined roles and responsibilities for all involved;
- having reviews and procedures in which Mondo International Academy is able to monitor its performance terms of its Equal Opportunities and inclusiveness obligations, polices, and targets;
- having complaints and appeals procedures.

Details are set out more fully in subsequent sections.

2. Primary Tier of Quality - Assurance of Course Delivery

2.1. This tier of quality relates to all aspects of the organisation and delivery of units/courses, where the actions directly affect an actual course outcome, e.g., marks in assessments, student retention.

2.2. Elements in this tier, to be addressed for every element of provision, include:

- business case for a proposed new award, including links to Academy Strategic Plan and Aims;
- authorisation to proceed to approval;
- approval;
- learning/teaching schedule;
- assessment;
- resources;
- course organisation and staff responsibilities (Faculty, Assistant Principal, Quality Officer, etc);
- accreditation of prior learning;
- packs: curriculum, induction;
- entries/ registration/ results;
- reviews during the delivery, eg, Course Team Meetings, that may affect the outcome;
- moderation that affects, in principle, the outcome for the cohort;
- standards of service from Support Services.

3. Secondary Tier of Quality – Review and Evaluation

3.1. This tier of quality is concerned with reviews and evaluations that improve the quality of provision.

3.2. Among the elements to be addressed in this tier are:

- student/employer/ other stakeholder satisfaction surveys;
- surveys of support service delivery;
- quality assurance of data used in reviews, eg, PIs;
- unit /course /subject evaluations;
- annual course reviews, performance review programme, etc;
- moderation events and sampling (off line);

- self-evaluation by all having responsibility for organisation and delivery: Lecturers: learning and teaching in the classroom, by peers/students;
- Assessors
- Course coordinators
- Heads of Faculty
- Support services.

3.3. The key strands to be achieved in the second tier are:

- making available valid, quality-assured and comprehensive data on what has taken place;
- open and honest self-evaluation;
- establishing a common understanding of the significance of the review conclusions;
- taking action to improve practice where appropriate;
- sharing good practice;
- picking up the development issues as appropriate, though, for
- example, strategic planning, staff development and review;

4. Tertiary Tier of Quality – Auditing of the Systems in the Primary and Secondary Tiers

4.1. This tier is about reviewing and auditing the systems and procedures of the primary and secondary tiers.

4.2. Elements of this tier to be addressed, include:

- meeting the QA, and other bodies' standards for auditing;
- self-evaluation by those responsible for reviewing;
- monitoring moderation;
- auditing course documentation;
- auditing packs;
- auditing meeting documentation;
- surveys among stakeholders of the quality system;
- reporting internally and externally as appropriate.

5. Staff Development and Training

To ensure that all aspects of this policy are effective, appropriate staff development programmes are to be implemented. Some aspects of development are to be actioned through the Staff Development Review process.

6. Equal Opportunities Monitoring and Action

6.1. The Quality Assurance policy is one of Mondo International Academy's major instruments helping it to achieve its obligations and targets for ensuring that all students have equal opportunities for learning.

6.2. All systems for delivery of provision within Tier One are to be designed to ensure that no discrimination exists.

6.3. In Tier Two, data needed for review and evaluation are to be acquired in terms of equal opportunities monitoring, i.e. analysis by ethnicity, disability, and gender. Reviews and evaluations

are to address the issues emerging from the Page | 5 equal opportunities analysis of the relevant measure.

6.4. Tier Three level auditing is to ensure that the appropriate data and information inputs took place, that the reviews considered the issues arising therein, and that appropriate action was put in train.

7. Responsibilities

It is the responsibility of all staff and managers to:

- be aware of the requirements of this Policy in carrying out their duties;
- keep themselves abreast of changes and revisions to the Policy;
- ensure, when carrying out the formal duties of the Policy's procedures, that they have made themselves fully competent for those duties.

Specific roles and responsibilities are set out in Section 2.

8. Appeals and Complaints

8.1. Appeals and complaints are to be subject to Mondo International Academy's normal criteria for fairness and openness.

8.2. Changes in Externally Required Procedures

8.3. Mondo International Academy's will comply with relevant changes in the requirements of external validating bodies (including any relevant changes in the law) as they occur. Thereafter, Mondo International Academy's will amend this policy statement, its associated procedures, and its operational guidance as soon as is practicable, notwithstanding any review date contained in this document.

9. Responsibilities

9.1. Effective quality is critically dependent on clarity as to whom is responsible for what at every stage. The scope for confusion is significant, since any one staff member may have more than one role.

9.2. Responsibilities are to be defined for every specific aspect of the quality system of every unit of provision, and are to cover:

- lecturers for teaching delivery and learning;
- academic management (Head of the Academy) accountability at both primary and secondary quality tiers;
- corporate responsibility for QA, Head of the Quality Unit and Head of Learning & Curriculum
- functional roles of assessor, course coordinator, moderator/verifier,
- auditor and reviewer