1 Quality Assurance and Enhancement (QC chapter B3, B4, B8)

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Person Responsible	Programme Manager
Linked policies	Learning and Teaching
Mapping to Quality Code	Chapter B3, B4, B8

1.1 Introduction

[B3/1]
[B8/1]

1.1.1   Careful monitoring of quality assurance and the active process of quality enhancement are key to Ballet West's success. The responsibility for ensuring the quality of the learning experience for students lies primarily with the Ballet West staff. As such the following is a description of the procedures in place to assure quality is evaluated and improved in teaching and learning.

1.1.2   The programme team believe that quality enhancement should be continuous and cultural: 2-way verbal feedback is a feature of the operation of Ballet West, and this will be encouraged and articulated with the more formal procedures set out below. Student involvement in Quality Assurance and Enhancement is key and students will be encouraged to participate in enhancement issues through

- Giving feedback, both informally and through formal questionnaires
- Engaging with student representatives
- As student representatives, taking a proactive role in course meetings

1.1.3   The team are committed and enthusiastic practitioners and are well aware of the importance of a culture of continuous quality enhancement through professional dialogue. The work of the team will be enhanced through regular contact with industry and practice-based research.

1.1.4   The Programme Committee will convene at least two times in each academic session, and two student representatives will be elected at the beginning of the session to raise student concerns or points for discussion relating to learning and teaching at these meetings

1.2 Quality Enhancement Policy

1.2.1   Ballet West supports the definition of quality enhancement as 'taking deliberate steps to bring about continuous improvement in the effectiveness of the learning experience of students'.

1.2.2   The primary purposes of the Policy are to make clear to students, staff and stakeholders the importance of Quality Enhancement of student experience at Ballet West, and how structures and processes are used to ensure that Quality Enhancement is robustly embedded within our activities.

1.2.3   Ballet West aims to assure and maintain appropriate academic standards in all provision. We achieve this through a range of quality assurance systems, which are designed to:

- engage with national standards and expectations (including the QAA Quality Code) through development and annual review processes
- ensure that action is taken to safeguard standards and to enhance the quality of programmes and learning opportunities
- provide feedback to students and programme teams on actions being taken to improve quality
- annually review quality assurance activities and procedures to check their relevance, value and achievability for all partners
- identify areas of good practice and contribute to quality enhancement.

1.3   Roles in the QA & QE Process

Academic Board

1.3.1   The **Academic Board** will:

- exercise the overall academic and operational responsibility for the programmes and their development within defined policies, procedures and regulations as set out in the Validating Body Handbook for Validated Awards.
- be responsible for maintaining and enhancing the quality of the programmes through the:
    - o   Oversight of the programme committees and consideration of their recommendations
    - o   preparation of the annual review for the QAA and considering reports following QAA monitoring visits.
    - o   monitoring and evaluation of the aims, objectives and structure of the programmes
    - o   review of academic regulations, admissions policy and procedures, assessment instruments
    - o   development of teaching and learning methods.

- Make recommendations to the trustees on quality areas that require funding support
- monitor student admission and student progress
- monitor and evaluate the provision of student advice tutorials and welfare provision
- Consider, and take action on, feedback received from staff through the programme committees
- Consider, and take action on, feedback received from students through the programme committee and through module evaluation questionnaires

1.3.2   Membership of the Academic Board consists of the following:

- Vice principal for learning and teaching
- Programme manager (Head of quality)
- External member
- 2 Elected staff members
- Admissions administrator
- At least one student representative from each of the programmes

The Academic Board will normally meet at least two times a year.

Programme Committee

1.3.3   The **Programme Committees** will:

- be responsible for maintaining and enhancing the quality of the programme through the establishment and development of mechanisms to ensure student feedback
- ensure that programme/programme delivery is effectively managed, including time-tabling, access to teaching rooms, access to specialist facilities, etc.
- monitor and evaluate the provision of student advice tutorials and welfare provision
- Record areas of best practice from students
- Record module specific comments from staff and student representative
- Set action points for quality improvement
- Report to the academic board

1.3.4   Membership of the Programme Committees consists of the following:

- Vice Principal of Learning and teaching
- Programme manager (Head of quality)
- Module leaders
- Two student representatives from each year of the programme

1.3.5   The Programme Committees will normally meet at least two times a year.

Vice Principal of Learning and Teaching

1.3.6   The **Vice Principal of Learning and Teaching's** responsibilities are:

- as convener of the Programme Committees to ensure the effective organisation and conduct of the programmes within agreed policies and regulations
- to monitor the operation of the programmes on an ongoing basis, and to co-ordinate its annual evaluation
- to allocate appropriate staff for teaching and other duties required by the programme
- via regular meetings with year groups and academic tutors, to be aware of the academic welfare and progress of students in the programme, and to be closely aware of students' views about the programmes
- in consultation with the module leaders to agree an assessment schedule
- to take executive action as agreed by the Programme Committees

- to ensure that all staff involved are undertaking their duties appropriately and make arrangements for someone to act in their place if necessary
- to take responsibility for the academic development of the staff in terms of their research, scholarly and professional activities.

Programme Manager

1.3.7 The **Programme Manager** administers the programmes on a day-to-day basis and is responsible for the following aspects of the programmes:

- The production of the student handbook, the annual programme reports and quality assurance documentation
- Maintaining effective feedback links between students and staff and co-ordinating relevant committees
- Acting as programme admissions tutor and to liaise with the Admissions department regarding student applications
- Co-ordinating and leading the student induction programme
- Administering and arranging academic support
- Liaising with assessors, internal moderators and the external examiners to ensure that marking deadlines are met.

Staff Team

1.3.8 The **Staff Team** jointly co-ordinates the following aspects of the course:

- Ensuring adequate provision of learning and teaching and overseeing the incorporation of visiting staff within the programme
- Monitoring of general operation and development of the award
- Considering applications and making offers for places on the programme
- Providing academic leadership
- Maintaining effective feedback links between students and staff.

1.4 Annual Programme Monitoring

1.4.1 Annual programme monitoring is carried out to ensure that students' learning opportunities enable the intended learning outcomes of the programme/s to be achieved and to evaluate student attainment of academic standards. It should consider how the student learning experience may be improved and identify strengths and good practice.

1.4.2 The flow diagram below describes the flow of information through committees to produce reports at module and programme level and emphasises the importance of feedback of recommendations from academic board to programme committee.

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│   │ **Students**         │◄────►│ **Programme Committees**│   │ **Exam Board**       │          │
│   │ Module evaluation forms│    │ Staff and student    │   │ Student attainment   │          │
│   │ completed anonymously │     │ comments at meetings │   │                      │          │
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Students
Module evaluation forms completed anonymously

Programme Committees
Staff and student comments at meetings

Exam Board
Student attainment

Module Tutor - produces *Module Evaluation Document*

External Examiner
Report

Programme Manager – Uses Module Evaluation Documents from all modules and EE report to produce *Programme Evaluation Document* which clearly identifies points of good practice and an action plan for improvement

Academic Board *Programme Evaluation Documents* for approval and recommendations fed back to programme committees

Board of Trustees and **Principal**
COMPLETE INSTITUTIONAL OVERVIEW