



Stanfords Training Ltd

Quality Assurance Manual  
2022/23

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## **Mission Statement**

“Stanfords Training strives to promote and create opportunities for our students to develop personally and professionally in a supportive environment. We are dedicated to delivering a quality service and to achieving the highest standard of teacher education possible. We are committed to the provision of higher and professional education to the utmost level”.

## **The company seeks to fulfil this mission by:**

- Providing full – time and part – time high quality education comprised of nationally validated apprenticeship programmes.
- Providing continuing education programmes of education and training in a flexible and friendly learning environment to suit a diverse range of learners.
- Providing continuing professional development for staff and teachers.
- Providing a strong support network and pastoral care for learners.
- Having a strong academic and compliance team.

## **Quality Assurance Policy**

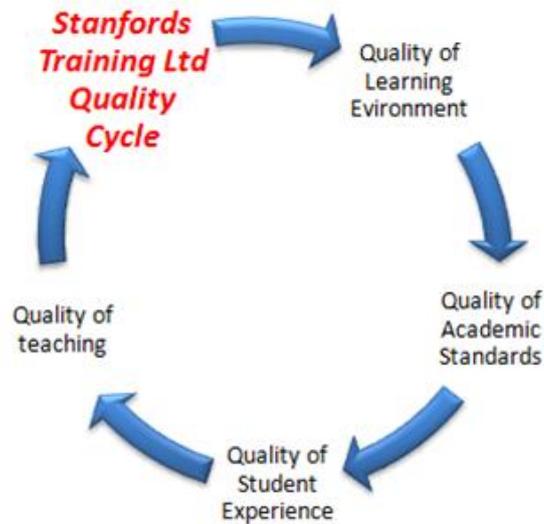
Stanfords Training is committed to providing education of the highest quality possible.

To ensure that the Company fulfils this goal to the best of its ability, the organisation is committed to regular assessment of the quality of its programmes, policies, procedures, services and facilities by both self-evaluation and external review.

The Head of Quality Assurance has overall responsibility to implement, monitor and maintain quality assurance procedures and will establish a standing quality assurance sub-committee made up of the Academic Director, the Quality Manager, Compliance manager, Lead IQA, Lead Assessor/job coach, learner rep who will play a part in managing this responsibility.

The Company's Quality Assurance Policies and Procedures have a coherent framework which the Company can follow to strive for continued brilliance.

The Company's aim is to assure learners and staff of the provision and maintenance of the highest standards of education in line with recognised best practice.



The Stanfords Training Limited (STL) quality cycle is a continuous review of quality at the company. The Stanfords Training Quality Committee will review on a quarterly basis the following quality area:

- The Quality of the Learning Environment – This includes a management review of health and safety procedures, first aid procedures, company facilities for welfare of students, safety of learners, spiritual needs of learners, fabric of the company building, learning resources and equipment takes place
- The Quality of Academic Standards – This includes management reviews of the academic framework, the code of practice and subject benchmarks.
- The Quality of the Learner Experience – includes a management review of the learner quality questionnaires (a report) feedback from the learner representative, quality of the lectures and teaching approaches, quality of learning resources, suggestions for improvement of quality from the learners via the learner representatives Internal Inspection/review week.
- The Quality of Teaching - teaching approaches, learners learning styles, the tutor peer review system, assessment of student’s work, learners academic progress and staff development



Learners are also given a questionnaire to give the learner voice, and findings from the Prime Contractor reports provide valuable feedback, independently of STL to support the Self Assessment Report (SAR).

Feedback is also taken from other sources, such as External Verification (EV) Reports (AAT, Edexcel & NCFE). Most feedback has been very positive and reflected in the SAR, any constructive criticism or evaluation has been reviewed and would be reflected in the SAR or dealt with immediately by the management team.

## **Learning and Teaching Transparency**

STL will ensure that relevant information is accessible to all staff. A culture of openness and transparency is to be followed and therefore all relevant programme information, e.g. schedules and assessment requirements will be made available in hardcopy and electronic format for all.

## **Learner Numbers**

STL aims to continue to attract a suitably qualified learners to all of its programmes, whilst still following our Company ethos. We will also retain class numbers at a level whereby the Company can continue to provide individual attention and a friendly learning environment.

Admission levels will be measured against specific set targets as outlined by the apprenticeship manager.

## **Learner Participation**

Learner representatives in each class will play an important role in the Company's quality assurance. STL will strive to develop systematic methods for gathering learner feedback on education programmes and support services to ensure constant improvement. Fair methods for processing complaints and appeals and a commitment to speedily and adequately address perceived issues are fundamentals in ensuring our learners' rights.

## **Learning**

STL will endeavour to create an environment in which learners can take responsibility for their own learning. Therefore, all relevant course information will be accessible and all library and IT facilities readily available. STL encourages the use of group and project work; study areas will be provided to enable this.

## **Learner Support**

STL will always maintain and improve the academic and support services available to learners. The Company is committed to providing a stimulating learning experience in a supportive environment and therefore must strive to have the best support system for the learners in place.

## **Assessment**

Fair and consistent assessment practices that satisfy external standards are a fundamental quality objective. STL is determined to have an examination and assessment system which is fair and effective in measuring the extent to which learners achieve the learning outcomes. To protect the integrity of the grades, sufficient information on assessment requirements and all component elements of final grades must be readily available to the learners. Such information is provided in the Student Handbook.

## **Teaching**

STL is committed to supporting innovative teaching methods by recognising and circulating best teaching practice. Academic support of the learner begins with the teaching method. The provision of the necessary resources for effective teaching and learning must then be in place to give academic support to learners of varied abilities and backgrounds. Regular feedback regarding the learner's progress forms a necessary framework to quality programme delivery.

## **Programmes**

STL endeavours to offer a suite of relevant programmes of approved content and standard together with a systematic process for the monitoring, evaluation and continuous enhancement of these programmes. This is aimed at building quality criteria into new programmes and continuously monitoring existing programmes with a yearly review.

## **Management**

STL's Quality Assurance Manual will be the origin for procedures facilitating an efficient approach to demonstrate and improve quality. It is important that the systems put in place to manage quality grow with the company. The systems established must also lay out clear lines of authority showing where responsibility for quality lies.

The academic and quality assurance team is in charge with the implementation, monitoring and maintenance of quality assurance procedures within STL. The management team also has a particular responsibility to develop and maintain a quality culture.

## **Verifiable Data**

STL will generate and collate all necessary data in order to monitor critical quality indicators e.g. entry points, continuous assessment results, examination results, completion rates, learner feedback, external examiners' reports, programme board minutes, attendance registers, external periodic reviews and learner destination data. Data will be considered primarily by the Quality Committee, planned interventions recorded and carried out and the effectiveness of these interventions evaluated.

## **Human Resources**

Every effort will be made to recruit and retain the staff required to ensure the delivery of a quality education service. STL is committed to having a qualified, committed, teaching staff in sufficient numbers employing teaching and research methods geared to the requirements of programme delivery and learners' needs. In addition, STL must employ sufficient, qualified and committed staff to support the educational mission of the Company. STL will maintain a comprehensive staff development plan and facilitate the training of staff to improve the quality of education and training provided.



## **Procedures for Design and Approval of New Academic Programmes**

STL is committed to developing programmes which are sustainable, delivered in accordance with the ethos of STL. STL endeavours to design, deliver and review such programmes on an on-going basis. New programmes are developed based on learner needs and feedback from staff. STL endeavours to continually improve the quality and effectiveness of its programmes.

The proposal is discussed based on:

- a) Preliminary research conducted on the demand for such a programme
- b) The merits and sustainability of the proposal
- c) Its place within the mission of the Company

The potential viability and sustainability of the programmes is evaluated following costing of the delivery of the programme.

The procedures adhered to by ST in the development of new academic programmes are outlined below.

1. New programme proposals may be accepted from all staff
2. Staff members who wish to propose a new programme must put their proposal in writing and forward to the head of academic programmes
3. The Academic Director will notify the head of centre, managing director and if need be the external advisory board
4. The proposal will be discussed paying particular attention to:
  - a) Preliminary research conducted on the demand for such a programme
  - b) The merits and sustainability of the proposal

- c) Its place within the mission of the Company.
- d) Cost of implementing and delivering the new programme

This may then be discussed with the Senior Management Team at the next available management meeting. Should the head of academics and the other appropriate bodies be satisfied that the programme is viable and strategically advantageous the proposer(s) will be notified and asked to prepare a programme document for submission to the managing director and Quality Assurance Manager.

The quality assurance manager is responsible for conducting a comprehensive internal review of the proposed programme submission in order to ensure that the Company is in a position to deliver the programme to the highest standards.

Key areas examined include:

- a) Programme aims and objectives
- b) Learning Outcomes
- c) Rationale for development of the programme
- d) Employment prospects for graduates
- e) Entry arrangements – eligibility, selection process, etc.
- f) Progression routes
- g) Exit routes
- h) Programme schedule – relevance of syllabus, modes of assessment, etc.
- i) Library holdings and acquisition requirements
- j) Review of facilities - lecture hall capacity, computer facilities, etc.
- k) Specialist technology/equipment required
- l) Learning expertise available for the programme, including curriculum vitae

m) Opportunities for student placement where relevant.

The Quality Assurance Manager may decide to establish an external panel to review the programme proposal in advance of its submission for approval by an awarding body

### **Procedures for Modifications to Programmes**

Significant changes to programme structure and content are usually undertaken as part of a comprehensive Programmatic Review which is conducted every five years.

However, the Company need not wait until a five-year review is conducted before implementing changes of a minor nature. If the need to change structures or mode of assessments of certain modules become apparent over time in the light of staff/student feedback and annual reviews of academic programmes. Particular attention should be paid in this regard to the reports of external examiners regarding the content of modules, modes of delivery and forms of continuous assessment.

### **Procedures for the Coursework Assessment**

Assessment is an important part of the design and delivery of a course. This can define the syllabus as well as how the teacher should deliver the course.

#### Modes of Assessment

A form of assessment is required for all Company programmes, the learner must complete all the course work and examinations prescribed. The specific mode of assessment is provided in each individual course description. Courses can have missed modes of assessment, including both coursework and written examinations.

Learners who feel they need extra direction should seek advice from their teacher before submitting their work. Statements made in the assignment should be referenced to properly using the Harvard referencing system.

Regular feedback from teachers to learners should be provided regularly, either in the form of written comments on assignments, individual or group tutorials and seminar groups.

#### Request for extension to submit coursework

All course work should be submitted by the due date set by the teacher by no later than 4 pm on that due date. If a student should require extending their due date to submit their course work they must submit a request in writing to their course teacher no later than 5 days before the set due date. Requests for extension may be granted by the teacher at his/her discretion in consultation with the student and head of programme. Extensions may be granted on medical grounds, only with a doctor's note.

If the extension is granted this must be signed by both the course teacher and head of programme and logged on the cover of the student assignment as well as on the MIS.

#### Late Submission

In the event where a student hands their assignment in past the set due date and has not been granted an extension, marks will be deducted from the overall assignment grade as follows:

- Ten per cent of the marks awarded will be deducted for work which is submitted up to one week late
- Twenty per cent of the marks awarded will be deducted for work which is submitted up to two weeks late
- Assignments more than two weeks late will not be accepted and will receive no marks

## Examinations

Examinations are held regularly either in the form of paper-based exams or computer-based exams. Examination re-takes will also take place shortly after each exam session.

If a student is unable to sit an exam as planned due to unforeseen circumstances, the student or student's guardian must inform the teacher in advance so that the necessary procedures can take place. The teacher must inform the head of programme that will be able to take the necessary action to defer or withdraw the student from that exam.

Learners who are unable to inform the appropriate persons before the exam takes place will result in being marked as absent and given no marks for the exam.

Only in exceptional circumstances can a learner's tutor apply to the programme manager and head of academics for permission to sit a special examination. These circumstances may only be considered where the examination is a non-final or non-degree examination. This will normally be considered if the student was unable to complete their examinations due to illness or other grave circumstances.

Exam timetables are published at the start of the course allowing each student to establish what dates they have examinations. No reminders will be emailed or posted out to each student.

Internal exam results will be given to the student either in class or by email. External exams by boards will be sent to the individual student directly.

Computer based exam results which are available as soon as the examination is over can be given by the teacher to the student straight away.

Any student that fails their exam should consult their teacher straight away to discuss the examination and also to arrange a re sit exam.

## Format for course modules

Each module should have a description which should outline the following points:

- Title of programme
- Title of module and module code number if available
- Module tutor
- Level of study
- Credit rating
- Compulsory or optional module
- Pre – requisites
- Mode of attendance e.g. full time, part time
- Projected target numbers

Module Rationale should also be included ensuring that it states the aims and outcomes for the programme and why this module has been included in the programme.

Learning outcomes should state the learning outcomes of the course what the learners will achieve.

The syllabus should contain the content of the module throughout the weeks of study and include what content the learners will learn within those weeks. This detail should also be provided for the learners in the course handbook.

Teaching and learning methods should be indicated and any special teaching methods for example placements or field trips should be mentioned here.

If there is a course assessment this should be detailed in terms of the duration or number of words included in the assessment and how much of the module this accounts for.

A bibliography of texts which the learners of that module should read should be provided for the class.

## **Staff Selection, Appointment, Development and Appraisal**

The head of centre and head of academics, in conjunction with the head of programmes, have responsibility for the selection, coordination, administration and development of the procedures involved in the selection, appointment, appraisal and development of staff at Stanfords Training Ltd.

STL is an equal opportunities employer. The Company aim to aid staff development and regularly encourages the facilitation of staff development and training at all levels. Bursaries are available to staff who wish to pursue further training that will enhance the quality of their work. Such bursaries must be requested in writing to the head of academic programmes.

### Selection and appointment of staff

All available full-time positions at ST shall be advertised internally to STL staff first before being advertised with Job Centre Plus or Protocol.

Responsibility for the recruitment, appraisal and development of staff is that of the head of centre and head of the relevant department.

Interview panels shall be assembled by the head of centre. The head of centre shall be automatically present on all interview panels in addition to appropriate management of the area being recruited for.

### **Appraisal of staff**

A key part of the staff appraisal process is the circulation of modular evaluation forms to learners at the end of the delivery of each module. Such forms are completed anonymously by learners and address issues such as the quality of lectures, appraisal of the teaching methods employed by the lecturer and an appraisal of the strengths and weaknesses of the module delivered. This will be done regularly on all modules to ensure the best quality of delivery possible.

## **Development of staff**

All staff at STL, regardless of department is encouraged to engage in the process of continued professional development and training in any qualifications that will enhance the quality of their work at the company.

## **Procedure for hiring occasional Training staff**

- The heads of departments hold regular meetings with the core staff members to review staff needs with a view to hiring occasional lecturers.
- Positions will then be advertised with job centre plus and with Protocol.
- CV's, Qualifications and references are to be requested from the candidates as well as a CRB number or certificate
- The head of department will then submit the proposed Assessor/job coach/member of staff documentation and CV to the head of academics that will review the information and nominate or reject the candidate for interview.
- The head of department and head of academics will interview the candidate
- All documentation is to be submitted to the Quality Assurance manager
- The candidate will then be formally offered or rejected the job by being contacted by the HR department
- This procedure is to be followed on the hiring of all occasional lecturing staff regardless of the period they will be teaching or however short the notice is before the teaching day.

## **Evaluation of Company Services**

STL provides the most up-to-date services for its staff and learners. In recent times, the I.T services are facilities which we aim to improve regularly.

### Student Support Services

ST offers a range of student support services. Responsibility for the overall overseeing of student support services lies with the administration and student services and with student counsellor. There is a member of staff for pastoral care to ensure learner services can respond to any needs which may arise.

Learner mentoring: the coordination of learner mentoring is the responsibility of the Counsellor. The mentoring process is primarily aimed at making the learner study experience as smooth as possible. Mentors are normally lecturing staff members. Learners are assigned a staff member whom they may approach about mentoring issues.

Student Social Committee: this is a committee established and run for the learners, by the learners.

Student support services are evaluated on an annual basis from the perspective of learners in the annual student survey. The managing team reviews the information and acts on it accordingly.

### Information Technology

The IT manager is responsible for the delivery and support of the information technology services at STL. Computers are in the Computer Room, staff offices and resource room.

IT support services and facilities are evaluated on an annual basis from the perspective of learners and staff in the annual student and staff surveys. The manager of centre reviews the information and acts on it accordingly in collaboration with the IT Manager.

## **Evaluation of Administrative Services**

### Front Office Administration

The Company may be contacted either by telephoning or e-mailing direct staff office lines or reception. Front office administration is usually the first point of contact between the Company and staff, learners and/or members of the public. Reception staff carry out their work based on the instruction that the telephone is to be always answered and that all calls are to be referred to the appropriate source as quickly as possible so that the most efficient service is provided at all times. Reception staffs are also advised to respond to general e-mails as quickly as possible or, where more detailed information is requested, to direct e-mails to the appropriate source as quickly as possible. In all reception endeavours staff are expected to uphold standards of respect, politeness and efficiency.

Front Office Staff also provide administrative support to academic staff where appropriate and where it has been approved by the front office staff line manager.

### **Admissions**

The admissions and sales Office administers all student admissions centrally. Within this system, the organisation determines specific entry requirements for particular programmes and the sales team is trained on product knowledge to know these requirements and implements them on behalf of the organisation. All admission procedures and practices are contained in the Company prospectus and are also available on the Company web site.

### **Registration**

The compliance team is responsible for the coordination and overseeing of the registration process for all learners. S/He is normally assisted by the finance and administration team who oversees the collection of fees, records the learners who present letters and stamps forms such as Social Welfare forms. Registration of learners takes place at the start of each new semester for both new entrants and existing learners. On this day, photographs of new

entrants are taken for the purposes of producing student ID cards. All learners, new and existing, must complete a Student Registration Form. In the case of a late entrant, alternative arrangements may be made at no additional cost to the student. All new entrants will have received a letter stating details of registration day outlining all necessary information such as fees and dates for registration. Existing learners are sent an updated fees list and are notified of registration dates by post.

For new entrants, much of the data required by the Company will have been collected by the sales team during the application phase and downloaded electronically via the student application management system. However, new learners are also expected to present their original documents and passport on the day of registration.

The Company reviews its performance annually in respect of the registration process. It incorporates revisions to eliminate weaknesses where identified and to make improvements where possible.

## **Communication**

### **Regular Meetings**

Regular meetings of Academic Council, Management Team, Heads of Departments and Department meetings take place at the Company. All these interactions help in the flow of information between departments and staff. Such meetings also provide regular forums for constructive staff and student discussions and decision- making.

### **E-mail**

E-Mail has become a standard means of communicating information between staff and learners. Communication between staff members of individual departments and between individual lecturers and specific classes of learners is facilitated by group email addresses. This allows important Company notices to be circulated quickly and efficiently.

### **Company Website**

The Company website, [www.stanfordstraining.com](http://www.stanfordstraining.com) is used at present as a mechanism for communicating information widely both within the Company and to the wider public. There is a portal on the website to allow learners and staff to access information.

Additionally, documents such as examination regulations, company policies and procedures, and course information are all made available on the Company website.

### **Learner Notice Boards**

In addition to communication with learners via e-mail and face-to-face interaction, staff may also pin notices to the student notice boards. There are notice boards placed around the company. New learners are informed of the use of notice boards, and their location in the building, whilst existing learners are also reminded of the importance of checking the appropriate student notice board, on the first day of term.

Policy Date: /05/2022

Policy Review Date: 05/2023



Signature:

Mohamed Sowe – Director