Quality Assurance Policy and Procedures

Contents

Purpose

This policy and procedure ensure that Batool International Pty Ltd has an effective quality assurance approach and systematically evaluates the services it provides to implement ongoing and continuous improvement.

Definitions

ASQA means Australian Skills Quality Authority

ELICOS means English Language Intensive Courses for Overseas Students

ELICOS Standards means the ELICOS Standards 2018

National Code means the National Code of Practice for Providers of Education and Training to Overseas Students 2018

Quality Indicators means Learner engagement and Employer Satisfaction data as outlined in the Data Provision Requirements 2012

Services means educational and support services and/or activities related to the recruitment of prospective learners; it does not include services such as student counseling or ICT support

Policy

1. Batool International Pty Ltd:

   - Is committed to ensuring the quality of services provided across of its operations – this includes educational services, student support, customer service and effective management of the business

and its staff. This also includes to ensuring the quality of any services provided on Batool International Pty Ltd behalf by third parties.

- Ensures that effective systems, policies, procedures and resources are in place to ensure the quality delivery of all services.

2. Batool International Pty Ltd is required to comply with the requirements of the National Code and the ELICOS Standards. Regular internal audits are scheduled to ensure ongoing compliance with these requirements and monitor quality delivery.

3. Batool International Pty Ltd has management systems that are responsive to the needs of students, staff and stakeholders and the environment in which Batool International Pty Ltd, including

- a systematic and continuous improvement approach to managing its operations

- management of records to ensure their accuracy and integrity.

4. Batool International Pty Ltd continuously improves delivery of courses by:

- Making adjustments based on analysis of feedback from students and other stakeholders as appropriate

- Monitoring appropriateness of delivery for student groups

- Regularly evaluating learning outcomes achieved.

5. Batool International Pty Ltd undertakes processes for continual improvement of student assessment by:

- Making adjustments based on analysis of feedback from students and other stakeholders as appropriate

- Monitoring appropriateness of delivery for student groups

- Regularly evaluating learning outcomes achieved.

6. Opportunities for improvement will be identified through the following mechanisms:

- Collection of regular feedback from students, staff, industry and employers on a regular basis.

- Collation and analysis of feedback data.

- Review of complaints and appeals to identify root causes of incidents and identify areas of improvement to prevent recurrence.

- Review of outcomes of internal audits.

- ELICOS staff and management meetings will be used as an opportunity for staff and management to review and evaluate learning outcomes achieved and identify areas that require improvement from their experience.

- Assessment validation meetings will review and evaluate learning outcomes achieved and identify areas where teaching and assessment practices can be improved.

7. Suggested improvements will be recorded and acted upon on a continual basis to ensure Batool International Pty Ltd is responsive to areas that require improvement.

8. Assessment validation and moderation

- Batool International Pty Ltd maintains records of teaching delivery for a reasonable period in accordance with the ESOS Act and ensures effective review, revision and delivery of courses.

- Batool International Pty Ltd provides for assessment that is valid, reliable, fair, flexible and clearly referenced to criteria and includes appropriate oversight or moderation of assessment outcomes

- Validation should be carried out for each assessment instrument after it is created or after a major adjustment, before it is administered to students.

- Moderation is essential for ensuring that judgements made by all teachers are as consistent with each other as can be realistically expected.

    o Moderation processes may suggest changes to the assessment instruments, for example to improve clarity, reduce the possibility of multiple interpretations or to simplify administration. Any patterns or major issues brought to light through the moderation process should be discussed at the next ELICOS staff meeting.

    o In the first year of operation, Batool International Pty Ltd will collate examples of work (written work and recordings of students speaking, with their permission) that can be used to calibrate new teachers to the assessment system, and to assist with moderation. These samples should be clearly marked with the assessment decisions that have been made and checked through moderation. Borderline examples will be particularly useful.

Procedures

1. **Feedback and Surveys**

Procedure	Responsibility
Collect student feedback at the end of each month. • On the last class day of each month, in the last class of the day, provide the anonymous *Student Survey* to all students. The survey is optional but all students should be encouraged to complete it. • Submit returned surveys to office for collation.	Academic Manager / PEO
Collect exit surveys from students • The *Student Exit Survey* will be provided to all students upon completion of or withdrawal from a course. The survey is optional but all students should be encouraged to complete it. • Provide completed surveys to the office for collation.	Academic Manager / PEO

Procedure	Responsibility
Collect feedback from staff • Teachers complete *ELICOS Teacher Survey*, which asks a range of questions on teaching and assessment practices, at least twice each year • All staff are asked to provide formal and informal feedback at any time by discussing feedback with their manager, or to make improvement suggestions, by completing *Suggestion for Improvement Form*.	PEO
Collate surveys using relevant collation tool • Throughout the year, completed surveys will be returned. • They should be collated using the relevant collation tool bi-annually for any surveys received during the preceding period. • Collate different types of survey separately. • Use the collated data to identify areas of weakness and/or requiring improvement. • A summary of the collation should be recorded on the *Feedback Register*. • Bring completed analysis to the next management meeting to discuss. This will include making a plan for implementing identified improvements and discussing all feedback received.	PEO

Feedback Register
 	
• The *Feedback Register* is used to record the feedback received by Cambridge English College where there is no other suitable place for it to be recorded. For example, information received during a complaint (which may be considered feedback) will go on the *Complaints Register*, and information received during an appeal (which may be considered feedback) will go on the *Appeals Register*.
 	
    o Feedback that prompts an improvement item will go on the *CG3.3 Continuous Improvement Register*.
 	
    o General feedback which may be positive or negative that doesn't require action can be recorded on the *CG3.6 Feedback Register.*
 	
• The *Feedback Register* will be reviewed at each management meeting for discussion and reflection on how the organisation can learn from the feedback.
	PEO

2. Continuous Improvements

Procedure	Responsibility

Continuous Improvement System
 	
• Batool International Pty Ltd has management systems that are responsive to the needs of students, staff and stakeholders and the environment in which Batool International Pty Ltd operates, including:
    o a systematic and continuous improvement approach to managing its operations
    o management of records to ensure their accuracy and integrity.
	PEO

Continuous Improvement Register (CIR) • *Continuous Improvement Register* is a master list of all the improvement suggestions identified and acted upon by Cambridge English College. • Improvements identified through feedback and surveys, quality indicator data, management meetings, informal suggestions, assessment validation and complaints and appeals will be recorded on *CIR.* • *CIR* should be updated regularly with any improvement suggestions made through formal and informal streams (e.g., surveys) • At each management meeting *CIR* will be reviewed. • A plan will be put in place for implementing improvements during the meeting. • Management meetings will also be used as an opportunity to identify improvements made that may not have been recorded on *CIR* • The plan should be recorded on *CIR* and items marked as complete once the improvement has been made.	PEO
Complaints and appeals • In line with the *Complaints and Appeals Policy and Procedure*, complaints and appeals incidents should be used as an opportunity to identify areas for improvement. • Each complaint and/or appeal will be discussed at management meetings to identify root causes and identify areas in which Batool International Pty Ltd can improve and learn from the incident to prevent recurrence.	PEO

Procedure	Responsibility
Assessment validation and moderation	Academic Manager / Teachers
• Batool International Pty Ltd maintains records of teaching delivery for a reasonable period in accordance with the ESOS Act and ensures effective review, revision and delivery of courses.	
• Batool International Pty Ltd provides for assessment that is valid, reliable, fair, flexible and clearly referenced to criteria, and includes appropriate oversight or moderation of assessment outcomes	
• Validation and moderation processes will be supervised by the Academic Manager	
• Validation meetings will be carried out for each assessment instrument after it is created or after a major adjustment before it is administered to students	
o Validation will involve experienced teachers working collaboratively, as well as the person who wrote it	
o The writer of the assessment instrument will then incorporate the changes decided in a new version of the instrument	
o Validation records should be kept on file for audit purposes and for reference when further adjustments are made	
o Feedback from the first use of each tool may lead to further adjustment	
o An example can be found in *Sample assessment task with validation record*. The Academic Manager should review this with each ELICOS teacher before the teacher undertakes their first validation session.	
• The outcomes of validation sessions will be used as an opportunity to make improvements to teaching and assessment systems and practices. Actions identified during assessment validation should be documented on *Continuous Improvement Register* and discussed at the next management meeting.	
• Moderation will be carried out on a random selection of written work and spoken assessments for each 10-week period (i.e., one full cycle of the course)	
o Written work: A random selection of written work will be blind marked by a second teacher. If there is disagreement between the two marks, this will be discussed between the two teachers. If the two teachers can't agree, the matter should be discussed with the Academic Manager who will then either try to negotiate a consensus	

Procedure	Responsibility
or cast a deciding vote. o Spoken work: The Academic Manager will visit classrooms during assessment of spoken work in order to assist. The Academic Manager will also discuss cases with the teacher, to provide guidance in borderline cases and to help ensure consistency. • An example of the assessment validation process is provided in *a of Sample Assessment Task with Validation Record.*	

Course delivery
 	
• Delivery of courses is continuously improved by:
 	
   o Making adjustments based on analysis of feedback from students and other stakeholders as appropriate
 	
   o Monitoring appropriateness of delivery for student groups
 	
   o Regularly evaluating learning outcomes achieved
 	
• Data is sourced from:
 	
   o *Student Survey*
 	
   o *Student Exit Survey*
 	
   o *ELICOS Teacher Survey*
 	
   o *Suggestion for Improvement Form*
 	
   o *Continuous Improvement Register*
 	
   o *Feedback Register*
 	
   o Student assessment results
 	
   o The review and consolidation session held at the end of each week, which includes a discussion about which learning outcomes the class felt comfortable with and which they feel need more work
 	
• Teachers should integrate data from these sources and their own day-to-day monitoring into subsequent lessons
 	
   o Teachers are encouraged to adapt the syllabus to meet the needs, learning styles, preferences, interests and dispositions of the learners in their classes
 	
   o Providing the specified learning outcomes are met, teachers are encouraged to adjust the materials, lesson content and order of lessons and amount of time/ work dedicated to each learning
	Academic Manager / Teachers

Procedure	Responsibility

outcome as they see fit
 	
    o Teachers are also encouraged to create their own materials, which can address very specific student needs and be a useful professional development activity
 	
    o Teachers should consult with the Academic Manager if they have questions about how best to use the data provided to improve course delivery, or if they have suggestions for larger-scale changes (e.g., significant changes to the syllabus, adding or changing resources)	

Student assessments
 	
• Batool International Pty Ltd undertakes process for continual improvement of student assessments by:
 	
    o Making adjustments based on analysis of feedback from students and other stakeholders as appropriate
 	
    o Monitoring appropriateness of delivery for student groups
 	
    o Regularly evaluating learning outcomes achieved
 	
• Data is sourced from:
 	
    o *Student Survey*
 	
    o *Student Exit Survey*
 	
    o *ELICOS Teacher Survey*
 	
    o *Suggestion for Improvement Form*
 	
    o *Continuous Improvement Register*
 	
    o *Feedback Register*
 	
    o Student assessment results
 	
    o The review and consolidation session held at the end of each week, which includes a discussion about which learning outcomes the class felt comfortable with and which they feel need more work
 	
• Teachers should integrate data from these sources and their own day-to-day monitoring into subsequent assessments
 	
    o Providing the specified learning outcomes are met, teachers are encouraged to adapt assessments to meet the needs, learning styles, preferences, interests and dispositions of the learners in their classes
	Academic Manager / Teachers

Procedure	Responsibility
o Teachers should consult with the Academic Manager if they have questions about how best to use the data provided to improve assessments, or if they have suggestions for larger-scale changes (e.g., significant changes to the syllabus, adding or changing resources)	

3. ELICOS Staff Meetings

Procedure	Responsibility
Schedule dates annually • Regular ELICOS staff meetings are held to review, revise and validate learning outcomes and courses with the Academic Manager • At the commencement of each year, set dates for the ELICOS staff meetings: these will occur at the end of each course cycle (every 10 weeks) • Invite all relevant Cambridge English College employees to attend • Employees who have conflicting appointments should notify the meeting organiser as soon as possible	Academic Manager / PEO

Prepare agenda
 	
• At least 2 weeks prior to each meeting, develop the agenda.
 	
• Use the *Meeting Agenda Template* to prepare the agenda, including standing agenda items that are to be included at each meeting.
 	
• Standing agenda items are:
 	
   o Review of data from all relevant data collection methods listed above, including collated survey results, student assessment results, and teachers' feedback
 	
   o Suggested improvements to the course and syllabus, including learning outcomes
 	
   o Course delivery: was it appropriate for the learner group? How could it be improved?
 	
   o Core and supplementary resources: were they adequate, up-to-date, relevant and engaging for the students? If not, what could be done to improve them or fill gaps? Have new materials become available that could be useful? What new teacher-generated materials were used?
	Academic Manager

Procedure	Responsibility
What materials could be created to fill any gaps? o Assessments: Are improvements needed to the validity, reliability and/ or fairness of assessments and assessment procedures (i.e., adjustments to rubrics and content of assessment tasks or changes to type of assessment)? Are assessments appropriately frequent? Are all learning outcomes assessed adequately? o Which aspects of the student experience beyond the classroom might be improved? o Do any pre-enrolment or marketing materials need to be changed/ updated to reflect any changes already made or decided at this meeting? • Agenda is to be approved by the Academic Manager prior to circulation. • Circulate the agenda to all managers along with any relevant attachments and reading material at least two days prior to the meeting. • Keep a copy of the agenda.	
Record the meeting minutes • Use the *Meeting Minutes Template* to record the minutes. • Record names of all people who attended the meeting and any apologies. • Record a brief summary of key discussions, all decisions and any actions agreed upon during the meeting. • The Academic Manager is to approve the final copy of the minutes prior to circulation. • The minutes with any attachments relevant to the meeting are to be circulated to all members of management team within one week of the meeting. • Management meeting minutes must be saved.	Academic Manager
Follow up on actions from the meeting • Ensure items in minutes are followed up accordingly. Tasks that arise out of the meeting should be communicated to relevant people by the relevant manager. • Registers should be updated accordingly.	Academic Manager

4. Management Meetings

Procedure	Responsibility
Schedule dates annually • At the commencement of each year, set dates for the management meetings. • Invite all relevant Batool International Pty Ltd employees to attend. • Employees who have conflicting appointments should notify the meeting organiser as soon as possible.	PEO

Prepare agenda
 	
• At least 2 weeks prior to each meeting, develop the agenda.
 	
• Use the *Meeting Agenda Template* to prepare the agenda, including standing agenda items that are to be included at each meeting.
 	
• Standing agenda items are:
 	
   o Review of last meeting minutes – have all items been actioned?
 	
   o Recent feedback received – collated surveys, feedback register, etc.
 	
   o Complaints and appeals – discussion of any recent complaints or appeals
 	
   o Recent assessment validation
 	
   o Continuous improvement
 	
   o Recent or upcoming changes in relevant legislation and regulations
 	
   o Monitoring of changes to business or operations to inform ASQA about
 	
   o Financial performance
 	
• Agenda is to be approved by the PEO prior to circulation.
 	
• Circulate the agenda to all managers along with any relevant attachments and reading material at least two days prior to the meeting.
 	
• Keep a copy of the agenda.
	PEO

Record the meeting minutes • Use the *Meeting Minutes Template* to record the minutes. • Record names of all people who attended the meeting and any apologies. • Record a brief summary of key discussions, all decisions and any actions agreed upon during the meeting.	PEO

Procedure	Responsibility
• The PEO is to approve the final copy of the minutes prior to circulation. • The minutes with any attachments relevant to the meeting are to be circulated to all members of management team within one week of the meeting. • Management meeting minutes must be saved.	
Follow up on actions from the meeting • Ensure items in minutes are followed up accordingly. Tasks that arise out of the meeting should be communicated to relevant people by the relevant manager. • Registers should be updated accordingly.	PEO

Version control

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