

UHI | SHETLAND

UHI Shetland, University of the Highlands and Islands

Quality Assurance Policy

QA 001 PO

Lead Officer (Post):	Principal and CEO
Responsible Office/ Department:	SMG
Responsible Committee:	Academic Board
Review Officer (Post):	Depute Principal
Date policy approved:	01/08/2021
Date policy last reviewed and updated:	02/10/2023
Date policy due for review:	01/10/2026
Date of Equality Impact Assessment:	01/08/2021
Date of Privacy Impact Assessment:	n/a

Accessible versions of this policy are available upon request.

Policy Summary

Overview	To ensure high quality of all curriculum delivery including the delivery of commercial / short course activity.
Purpose	The purpose of this policy is to detail the College's approach to continuous quality improvement in all areas of curriculum and commercial training activity.
Scope	This policy applies to all current and prospective curriculum and commercial training activity.
Consultation	Quality Improvement Committee
Implementation and Monitoring	Implemented across curriculum and commercial course delivery. Monitored by Quality Improvement Committee.
Risk Implications	Poor service delivery and removal of require awarding body approval
Impact Assessment	Equality Impact Assessment:
	Privacy Impact Assessment: n/a

1. Policy Statement

- 1.1. UHI Shetland's commitment to continuous quality improvement is integral to its Mission Statement and Values. As a means of measuring this commitment, the College follows the criteria of the self-evaluation quality framework of Education Scotland (Arrangements for assuring and improving the quality of provision and services in Scotland's colleges - September 2019).
- 1.2. The Senior Management of UHI Shetland are fully committed to ensuring quality standards are met, and that staff will provide full support to any SQA and other awarding body External Verifier/Quality Review process. Including access to staff, candidates, records, candidate evidence, resources and any satellite sites used for assessment purposes are granted and facilitated without hindrance where relevant.

2. Purpose

The purpose of this policy is to detail the College's approach to continuous quality improvement in all areas of curriculum and commercial training activity.

- 2.1. Continuous quality improvement should be at the forefront of all activities to ensure the highest standard of learning, training, research and student experience.
- 2.2. UHI Shetland aims to maintain quality standards including those set by Education Scotland, SQA and all relevant Awarding bodies, with UHI partners, to maintain standards set by QAA.
- 2.3. These quality standards are underpinned by staff development programmes (based on individual annual reviews) including TQFE programmes, staff studying towards post-graduate degrees on UHI staff development programmes. UHI Shetland will provide access to relevant qualifications, a wide range of job specific training and CPD. The provision of advice and support will be available to staff to encourage uptake of CPD opportunities.
- 2.4. UHI Shetland ensures the recruitment of suitably qualified and experienced staff including contracted trainers/training providers.
- 2.5. Qualifications and experience are evidenced through trainer certificates, qualifications, and CVs. Evidence of CPD must also be supplied where requested.
- 2.6. Communication and administrative arrangements meet the needs of external bodies, students, and staff, and that all staff are kept up to date with relevant information
- 2.7. To ensure that any awards offered by the College are managed professionally and that administrative procedures are in place to ensure that all required standards are achieved at all times.
- 2.8. To ensure that all learning and teaching, training and assessment are undertaken on behalf of an awarding body (e.g., Highfield, JAUPT, AAT, LANTRA, EAL, SDS City & Guilds, SQA, UHI) meets the requirements of, and are completed in accordance with guidelines available from the relevant awarding body.
- 2.9. In-house Course Trainers and each regular training provider will undergo an annual formal quality assessment. Where business and time constraints mean that assessment opportunities are limited, new training providers will be prioritised for assessment. There may be occasions where it is anticipated a training provider will only be used once, due to

limited local requirements for the training. In these circumstances UHI Shetland may choose to satisfy itself of training quality via procurement and evaluation processes instead.

3. Scope

3.1 This policy applies to all current and prospective curriculum and commercial training activity.

4. Notification

- 4.1. All staff members will be notified of changes to the Quality Assurance Policy through normal channels.
- 4.2. Teaching staff and contract trainers should have detailed knowledge of the Quality Assurance Policy.
- 4.3. Any changes to awarding body regulations will be reflected in the review process of this policy and associated procedures.

5. Roles and Responsibilities

- 5.1. The Board of Management are responsible for approving the policy and ensuring that it is followed. The Board of Management are also responsible for ensuring the strategic effectiveness of the policy.
- 5.2. Please see appendix 1 for full detail of roles and responsibility.

1. Version Control and Change History

Version	Date	Approved by	Amendment(s)	Author
0	01/08/21			Quality Consultant
1	Oct 23	Academic Board – 02/10/23	Branding/name Role titles and responsibilities Numbering correction	Depute Principal
2				
3				

APPENDIX 1: Summary of Responsibilities

Senior Management

(Principal and CEO, Depute Principal, Vice Principal Operations, assisted by Registry Team and Senior Management Secretary)

- Management of information is monitored by senior management
- Keep students up to date on general matters, holiday's dates, bad weather closures etc.
- Implementing UHI policy including compliance with conditions required by the Scottish Executive and SFC
- Establishing educational policy and objectives
- Development planning
- The day-to-day management of the College
- Monitoring performance
- Evaluating and reviewing management systems and procedures
- Evaluating and reviewing quality systems and the Quality Manual
- Meet with Heads of Section and attend college committee meetings
- Monitoring of Communication and Administrative Arrangements
- Monitoring equal opportunities for students
- Draw up, monitor, review and evaluate college provision
- Communicate changes to procedures and responsibilities to staff
- Ensuring that both the policy of the awarding body and the College procedures for conducting assessment/examination are implemented in consultation with SQA Co-ordinator and Examinations Officer
- Overall responsibility of Guidance and Support Services
- Periodic Review of Student Discipline

Principal and CEO

- Day to Day Management of the College
- Reporting to the Board in an annual cycle of reports
- Preparation of the annual strategic plan and subsequent financial reports
- Chair Academic Board
- Inform SQA as soon as any staffing and/or roles and responsibilities change that affect the centres' ability to meet SQA Quality Assurance Criteria:

- change of premises.
- change of head of centre, owner or SQA Coordinator.
- change of name of centre or business.
- change of contact details.

Depute Principal

- Chair Quality Improvement Committee
- Approval of Resources
- Along with Head of Section monitor Student Progress
- Coordination of Vocational Pathway Schools Progress Records QF16 and forward to Schools
- Act as College Examination Officer, SQA Coordinator and Quality Manager as required
- Monitor, Implement and Review Internal Audit, Programme Review and Annual Review under Monitoring and Review Policy
- Chair of Disciplinary Committee
- Student Grievance
- Responsibility for Academic Sections – Managing Staff
- Meeting with Heads of Academic Sections
- Academic Staff Development Officer
- Annual Review of Heads of Sections
- Assume the role of Quality Manager
- Assume the role of SQA Coordinator
- Monitor, Implement and Review Internal Verification Systems and arrange audit as appropriate
- Monitor progress of new awards
- Responsible for Students Appeals Process
- UHI Single verification monitor and review the operation of the whole College process and to arrange internal audit as appropriate
- UHI Network Verification monitor and review activities in his or her own College
- To check any Awarding Body issues
- To keep written records of issues for External Verifier and ensure actions are taken
- Attendance at UHI Progression Boards
- Inform SQA of suspect malpractice in relation to SQA Qualifications
- Inform SQA as soon as any staffing and/or roles and responsibilities change that affect the centres' ability to meet SQA Quality Assurance Criteria:
 - outcome of internal/external investigations.

- removal of centre and/or qualification approval by another Awarding Body.
- lack of appropriate assessors or internal verifiers.
- Any change to the centre's arrangements for the secure storage of SQA examination papers.

Vice Principal Operations

- Ensuring that regular safety checks are carried out
- Ensuring that premises and equipment comply with relevant health and safety legislation
- Maintaining records of health and safety activities
- Chair of Operations and Estates Committee
- Overall responsibility for registry functions (enrolment, resulting etc.)

SQA Co-ordinator

- To be the first point of contact between the centre and SQA
- Disseminating appropriate information to staff involved in the delivery of SQA units/awards
- Notify SQA of newly approved awards after completion of centre approval procedures
- Hold master set of all relevant qualifications
- Managing arrangements for external verification visits
- Negotiating a programme of staff development, in awarding body matters, where required
- Meet with visiting External Verifiers on arrival and for feedback prior to departure whenever possible
- Inform SQA if a whole class has been deferred
- Return of SQA of results sheets within 8 weeks of receipt
- Liaising with SQA and other awarding bodies
- Conducting SQA or awarding body induction training for staff delivering units for the first time
- Ensuring that all data relating to the registration, enrolment and achievement of students is accurately recorded and submitted to the awarding body within the required timescales
- Update record of approved rewards
- Monitoring of the College's procedures for processing candidate data
- Co-ordination of the SQA external verification process, liaising between SQA quality assurance staff and Heads of academic sections, assessors and internal verifiers in relation to SQA quality assurance visits

- Co-ordination of the external assessment and examination process
- Requests for amendments to arrangements for both internal and external assessment for candidates who, because of physical, sensory or learning difficulties, are prevented from satisfying the normal requirements.
- Contact SQA to seek authorisation to submit any late requests prior to doing so.
- Assure themselves that the assessments have been conducted rigorously and fairly. Unauthorised absence from an assessment will be considered as the first attempt.
- Estimates, required for National Qualifications
- Monitoring of assessment activity is undertaken by the College

Examinations Officer

- Communication with SQA and other awarding bodies
- Dissemination of information to staff
- Contact for City and Guilds and other awarding Body Registration
- In consultation with Senior Management ensure that both the policy of the awarding body and the College procedures for conducting assessment/examination are implemented.
- Completion of SQA AAR Database for Assessment Arrangements
- Liaising with awarding bodies
- Appointing invigilators
- Appointing readers/scribes (as required)
- Organising accommodation
- Organising the setting up of equipment (laptops, spellcheck facilities) (as required)
- Organising the uploading of digital papers (as required)
- Ensuring security of examination materials prior to examination
- Ensuring the prompt return of completed examination papers
- Ensuring that all data relating to the registration, enrolment and achievement of students is accurately recorded and submitted to the appropriate awarding body within the required timescales
- Maintaining a record of all relevant documentation
- Monitoring procedures for examinations

Head of Academic Section

- Ensure staff members in the section are kept up to date
- Staff are suitably qualified and experienced in line with course assessment strategies before being allocated to deliver a programme.

- Submission of student data to the College SQA Co-ordinator when required by external agencies
- Submission of student entries to student records team ensuring unit/group codes are correct and that awards are not entering a lapsing period prior to submission
- Submission of student results to student records team ensure Internal Verification has been completed prior to submission
- Ensuring that entries and results for students are not sent at the same time and that there is a minimum of 10 weeks between student entries and student results
- Performance indicators and student progress are communicated at Section meetings and Programme Team meetings
- Responsible for drawing up new unit and award proposals
- Should ensure that planning is completed for each module
- Co-ordination of examination arrangements for the programme in consultation with Examinations Officer
- Ensuring that students are informed of the assessment diets and of their requirement to attend
- Co-ordinating the production of examination papers, where appropriate (UHI only)
- Co-ordinating secure arrangements for the draft examination papers to be moderated by internal examiners and, where appropriate, external examiners (UHI only)
- Co-ordinating arrangements for paper setters to proofread typed draft papers (UHI only)
- In consultation with the Examinations Officer, provision of invigilators for examinations
- Arrangements for paper setters to be present during the five-minute reading time (where allocated) to address any queries raised by candidates (UHI only)
- Liaising with the Examinations Officer in relation to appropriate readers/scribes (as required)
- Liaising with the Examinations Officer in relation to the availability of section-based equipment (laptops, etc) (as required)
- Ensuring that each student using a laptop/PC is fully briefed how to save her/his exam script onto the laptop well in advance of any examinations
- Ensuring that completed examination books are accounted for, are marked and are available for verification until the Board of Examiners (UHI only)
- Responsibility for curricular areas, for recruitment, and for the staff and students in the section
- Registration of students with SQA
- The allocation of teaching accommodation

- Approving expenditure on consumable resources
- Ensuring that the provision of learning and teaching resources is adequate for the awards offered.
- Reporting to Conflict of Interests within their team to the Depute Principal and completion of QF36
- Reporting all/any cases of suspected malpractice to the Depute Principal and completion of QF35

FE Course Team Leader Role:

- Co-ordination of Course Team and Day to Day Running & Delivery Issues.
- See students individually twice a year – completing student progress/PAT records. First line guidance duties.
- Check any APL for students.
- Organise student representatives for course.
- Liaise with Core Skills and Support for Learning lecturers re student progress and plans.
- Facilitate course team meetings.
- Internal Verification Planning and subsequent paperwork (QF1,2 & 4).
- Check modules to be delivered the following academic year are still valid, ensuring the correct Unit/Group Award Codes are used, and awards are not entering a lapsing period. – Prior to submitting to Senior Lecturer/Head of Section.
- Ensure student records are up to date & Complete and Collate all Course QF31's and pass to Senior Lecturer for Progression Boards.
- Complete withdrawal forms & notify Course Team if students leave the course early or go part-time.
- Write annual course team report. QF21 (FE) or QF22 (HE).
- Active Participation with the Recruitment & Selection Process of Students.

Refer to Head of Section when:

- You are making a referral out with the department
- You have concerns regarding a student
- You are experiencing or have reports of on-going behavioural problems
- You receive any complaints regarding the course or a student
- Any none-routine contact from a parent or guardian
- Attendance Issues (If a student has been absent for 2 consecutive weeks)
- A student has a college or workplace accident
- Any other issues you feel should be passed on using your professional judgement

Assessment Procedure

- As per UHI Shetland and SQA/Awarding Body's Guidelines.
- If a student misses a NAB/Assessment – the assessment must be re-taken the following week or within a week of their return to college at a time allocated by the lecturer.
- If a student is absent a self-certificate or medical certificate must be presented, if the reason for absence is deemed to be unauthorised this will be recorded as a failed first attempt at the assessment and student only then has one attempt at the assessment remaining.
- Liaise with the Examinations Officer to ensure exam arrangements are in place and communicate these to students.

Lecturer

- Ensure teaching materials are up-to-date and that the latest unit specifications are being used
- Inform Head of Section of unit/module result
- Ensuring that the most up-to-date unit specification is being used
- Expanding unit specifications
- Completing Learning and Teaching Templates Form QF18 (see Appendix 1 for guidance notes)
- Preparing teaching and learning materials
- Devising assessment instruments
- Ensuring that assessment instruments have been internally verified (including NABs)
- Drawing up checklists, marking schemes, where appropriate etc
- Delivering units
- Maintaining a register, either manually or electronically, of student attendance for each module/unit delivered on Form QF30 (copies of which should be submitted to the Head of Section at the conclusion of each module/unit; each register should be retained with the relevant College section for 3 years) entering appropriate progress codes for all students who are in receipt of EMAs
- Notifying the Head of Section of absences
- Assessing students' performance in the classroom
- Assessing students' performance in the workplace for workplace assessed units
- Recording students' performance, including Performance Indicators SRR1, SRR2 and SARU (see Appendix 1 for formulae) using Form QF31
- Recording attendance/absence for each teaching session Forms QF30, QF30a
- Maintaining a record of achievement for each outcome in each unit being delivered Form QF31

- Discussing any areas, with the student, which gives rise to concern with a view to identifying possible sources of support
- In the event of continued concern, reporting position to relevant Head of Section, along with details of action to date
- Informing the Head of Section when any students fail to complete a unit.
- Report conflict of interest to Head of Section and complete QF 36
- Report all cases of suspected malpractice and complete QF35

Training Providers

- Training providers are required to submit details of the learning outcomes of each course they are providing and detail, via a lesson plan, how these will be met. Evaluation form asks delegates whether they believe the learning outcomes have been met. For some courses a formal assessment plan will also be in place.
- Training providers will be expected to keep lesson plans and learning outcomes up to date to take into account new legislation/relevant information and as a result of feedback from students.
- Keeping knowledge and practice up to date is the responsibility of each training provider. UHI Shetland will pass on any information relevant to general training practice they become aware of.
- Training Providers are generally responsible for provision of relevant training aids e.g., DVDs and supporting materials. Any equipment used should be of appropriate quality and an appropriate number proportional to number of students be supplied.

UHI Programmes

Delivery of UHI programmes are the responsibility of the UHI Programme Team Leader (see UHI Academic Standards and Quality Regulations 2018-19). Included in the UHI Programme Leader's responsibilities are:

- To co-ordinate any necessary interaction with professional and external validating bodies through the appropriate internal mechanisms
- To ensure that appropriate systems are in place for selecting students for admissions; if a UHI programme this is done in association with the assistant programme leaders from the other academic partners at which the programme is offered
- To ensure that systems are in place for monitoring the academic welfare and progress of students in the programme and to organise effective induction
- In consultation with the cognate group leaders to agree an assessment schedule
- To take responsibility for the co-ordination of all assessments for the

- programme
- For ensuring for UHI programmes that the examination papers are dispatched to the external examiner and the responses addressed, and for presenting the student marks and grades to the Board of Examiners, but not for chairing it
- To ensure that all data relating to the registration, enrolment and achievement of students is accurately recorded and submitted to awarding bodies within the required timescale
- To oversee the development of teaching/assessment material
- Provide curricular support for staff
- Prepare timetables for staff and students, in consultation with the Head of Section
- Liaising with other programme leaders and Heads of Section for units that are serviced

Local HE Programmes Leader

- To ensure that appropriate systems are in place for selecting students for admissions; if a UHI programme this is done in association with the UHI programme leaders from the other academic partners at which the programme is offered
- To ensure that systems are in place for monitoring the academic welfare and progress of students in the programme and to organise effective induction
- In consultation with the cognate group leaders to agree an assessment schedule
- To take responsibility for the co-ordination of all assessments for the programme
- To ensure that all data relating to the registration, enrolment and achievement of students is accurately recorded and submitted to UHI Programme Leader within the required timescale
- Liaising with UHI programme leaders and Heads of Section for units that are serviced

Data management responsibilities are outlined in the Data Management Policy.