



# Quality Assurance and Academic Development Policy

## DOCUMENT INFORMATION

Status: Approved by AIC Senior Management Committee

Responsible for implementation: AIC Academic Team

Responsible for review: AIC Academic Team

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## Version Control

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*The management of AIC Campus has the right to amend this document at any time should the requirement arises. All appropriate staff are going to be informed should this occur.*

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**Policy Statement**

AIC Campus is committed to providing students with a rich educational experience in a learning environment that is designed to be supportive to meet the highest international standards. Academic quality is the crucial part of an educational institution’s accreditation and success.

The establishment of academic quality is to ensure the mission and objectives of the institution is attained.

This policy of quality assurance and academic development is in place to continually appraise and improve our programmes, their delivery, services, and operations. This is achieved overall through the following policies in place.

AIC is committed to pursuing high standards of quality assurance with appropriate allocation of resources in order to implement this Policy fully, to the best of our abilities. This Policy Statement is to be reviewed according to necessity, as well as periodically every two years.

Signed

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Honorary Dean

10/09/2022

## Purpose

AIC Campus aims to have the quality assurance system in place to align with its strategies and mission and at promoting cooperation with the affiliated international universities. This is achieved through capacity building with highly qualified and experienced academic staff, applying quality assurance procedures for improved successful learning and internships for students. The purpose is as follows:

- Assisting AIC Campus to achieve its mission and vision.
- Repeatedly reviewing the “Quality Assurance and Academic development Policy” to explain the procedures required for the implementation of the quality assurance system of AIC Campus. Also, to ensure its continual appropriateness to quality assurance of education at AIC Campus.
- Promoting the cooperation with affiliated international universities to enhance the capacity building of AIC academic staff and the quality in teaching and learning.
- Promoting AIC to become a place for ‘Student-Centered Learning’
- Providing all the teaching Faculties with technical support for excellent programme delivery.
- Following-up the action plans from internal and external audit from our affiliated international universities to fulfill the recommendations for the renewal of accreditation of the delivered programmes.
- Organizing and participating in seminars, workshops and training sessions related to quality assurance activities internally and externally with the affiliated international universities and examining bodies.
- Following-up the academic advising process, and monitoring it at all Faculties.
- Interviewing students and carrying out periodic student evaluations to see their views on the quality of education, curricular and extracurricular activities.
- Work within a comprehensive and open planning and quality assurance system.
- Make certain that employees involved in all aspects of college operations that affect the student and employer experience strive for excellence and possess the

knowledge and abilities required to react efficiently to the demands of self-assessment, improvement planning, and continuous advancement.

## **Structure of the Quality Assurance team**

- Dean of Academic team
- Head of Academics
- Academic Staff/ Members
- Non-Academic Staff/ Members

## **CRITERIA OF ACADEMIC STAFF**

All academic staff selected are to be skilled people based on many criteria and having the ability and a range of characteristics and attitudes needed for successfully carrying out their roles. The following are looked for especially in those who maintain and implement quality assurance policies:

- Effective communication, flexibility and adaptability; ease with diversity; motivation and persistence; high ethical standards; creativity and resourcefulness; open dialogue; and the ability to work with others, especially team working skills.

- Individual responsibility and commitment; understand and feel ownership or and accountable for their actions; professional commitment based on values of professionalism and trust; self-critical commitment to maintenance and enhancement of personal development.

- Decision making and accountability characteristics; propose changes; the ability to make informed judgments and decisions; correctly define problems; gather and analyze relevant information; address the system's weakest features. Develop and implement appropriate solutions; more than simply assess quality and equal emphasis must be placed upon

communicating the results of these assessments to interested parties, both to satisfy demands for accountability and to enable the institution to use the results to affect changes and improvements.

- Skills; computer and technological skills; concise, precise and intelligible reporting skills; presentation skills; public communication of its results; distribution of results to interested parties through multiple channels of communication.

### **Programme Accreditation**

All programs at AIC are approved and accredited by the Tertiary and Vocational Education Commission (TVEC) in Sri Lanka and the University Grants Commission (UGC). The programmes delivered from affiliated universities are all with international accreditations. This is to enhance reputation, trust and have evidence of quality.

### **Procedures for Quality Control:**

- **Academic Quality Calendar:** A schedule will be issued at the beginning of each academic year that will list important dates for the College's quality assurance processes, including academic review meetings, examination board meetings, quality audit meetings, and deadlines for external audits by partner universities as and when they periodically set the dates.
- **Course Approval:** All proposals for new or significantly revised courses will be subject to thorough examination, mapping and internal approval.
- **Curriculum Resource Approval and checking:** The curriculum offer for the academic year will undergo rigorous scrutiny and resource approval.
- **Orientation and Student handbook:** Each learner upon enrollment should undergo an orientation program and review the Student Handbook at the start of their course, which provides information on how the College can support their learning and the

services it offers. It also includes what the College expects from learners and what they can expect from the College.

- End of probation evaluation and annual evaluation of teaching faculty: completed by the Academic Head and the Honorary Dean to evaluate if the teaching staff are delivering uncompromised quality and any improvements to be worked on.
- AIC Campus endeavours to observe all teaching staff annually through annual evaluations that fall on the months of April and October every year. The teaching faculty and other departments are split into these two months for ease of evaluation. The faculty members' teaching and learning observation will be graded. The aim of the observation cycle is to contribute to the continuous improvement in the performance of teaching staff across the College. It also helps to ensure that learners are provided with a positive learning experience, through promoting and supporting reflective practice and the developmental aspects of teaching, learning and assessing. It is also one of the key sources of evidence underpinning the College self-assessment process.
- Observations of teaching, learning and assessment will be conducted in accordance with the teaching faculty evaluation forms created and maintained by the department of Human Resources, which is updated annually and includes the appropriate key performance indicators.
- Examination Board Meetings are held to finalize module marks for the various courses run at AIC. The meetings take into account the internal quality assurance procedures, the award of borderline marks, and any extenuating circumstances that may affect individual students. Minutes of all exam board meetings are maintained. Assessment grades that are agreed upon by the course assessors, Internal verifiers and other in the exam board are released to students.
- Planning documentation and Student information: The following information is expected to be present to ensure appropriate documentation by the lecturers:
  - Schemes of work - outlining the arrangement, organization, and progression of the subject matter, teaching methods, and evaluation for every module or qualification.

- Lesson plans - explaining the content, series of activities, and materials for an individual lesson.
- Student profiles - presenting a summary of student initial levels (such as GCSEs, English, and math), goals, extra learning assistance, and other information to facilitate student progress and success. This is maintained by the admissions department and shared with the Programme coordinators.
- Student trackers - displaying an overview of student attendance and progress in their modules and overall course progress.
- Students requiring individual learning plan and support sessions - The aim of individual learning plan and support sessions is to assist learners throughout their studies by motivating and empowering them to achieve their full potential, while also enjoying their time at the College. If students are deemed to be at risk of failure or withdrawal, a cause for concern meeting will be held, and actions will be agreed upon. In situations where students have special educational requirements or any special needs for consideration, such as assistance for dyslexia, writing assistance, etc.. collaborative work by the academic team and the admissions team will be required to ensure that their specific needs and academic goals are met.
- Program files – these are kept by programme coordinators for each individual course or groups of courses, as appropriate. This contains details of the quality assurance systems and procedures as well as course details, information and records.
- Periodic evaluation reports of staff annually and upon completion of probation - A written summary of the evaluation is maintained and reviewed by the Board of Directors. Any areas for development for the staff is communicated.
- Observations of Teaching, Learning and Assessment – the Academic Head keeps a Staff Course File for each course or group of courses, which contains details of quality assurance systems and procedures, as well as course information and records. Learning walks are carried out during two

designated weeks, as identified in the cross-college meetings and quality calendar, and are unannounced. College governors may accompany the Line Manager. These walks provide a snapshot of teaching and learning performance during a session and are developmental in nature, without a grading system. The teacher receives brief verbal feedback, while a written summary of strengths and areas for development is reported for the full curriculum area in the subsequent quality summit documentation. Learning walks may also be conducted on Learning Support Assistants, following the Learning Walk Guidance for Learning Support Assistants, which is updated annually.

- All teaching and instructional staff, including Adult and Community Learning, are part of the teaching and learning observation cycle. The College aims to observe all teaching staff annually, and the teaching and learning observation is graded. The objective of this observation cycle is to contribute to the continuous improvement of teaching staff performance throughout the College, ensuring that learners have a positive learning experience, promoting reflective practice, and supporting the developmental aspects of teaching, learning, and assessment. Moreover, it is one of the primary sources of evidence underlying AIC's self-assessment process. Evaluation reports and summaries are maintained for records.
- Internal Quality assurance - To ensure quality in all courses, the college has established a uniform process of internal verification/moderation that adheres to the College's internal quality assurance objectives and policies.
- External Quality assurance -The college is responsible for organizing and supporting cross-college responses to external agencies, including all partner universities and Awarding Bodies to achieve favorable outcomes.



## **Additional Regulatory procedures**

Internal quality audits are periodically done to ensure high standards are met. This is achieved through the following:

### **1. Internal Verification Policy**

AIC Campus Internal Verification Policies are in line with the wants of all of our awarding bodies. These awarding bodies require that the faculty operate an efficient internal quality assurance system, which assesses all candidates accurately, fairly and consistently to national and international university standards. Internal verification occurs before and through delivery of assessment.

Verification may be a crucial element of the standard assurance and enhancement process. It ensures that every candidate, entered for the identical qualification, are assessed fairly and consistently to the desired standard to take care of national standards.

**The purpose of internal verification** Majority of qualifications delivered by the AIC Campus are “internally assessed.” The Campus has adopted a “team” approach to internal verification.

The aim of internal verification is to make sure the following:

#### **Assessor(s):**

- Ensure that assessments are valid, reliable, practicable, equitable and fair.
- Ensure that internal assessment is conducted by using appropriate assessment instruments.
- Apply the standards of assessment uniformly and consistently.
- Judge if learners have met the national standards for the qualification.

#### **Internal Verifier(s) or curriculum team make sure that assessments are:**

- Appropriately administered which any possibility of non-compliance is minimized.
- Valid for every qualification.

- Capable of generating sufficient evidence to demonstrate that national standards are met.
- Sampled for external or internal verification Internal Verification Sampling Form
- Reviewed to confirm validity Internal Verification of the Assessment Instrument or Reassessment

**Internal Verifier or curriculum team ensures that assessors:**

- Are at home with the desired national standard.
- Are using the foremost up-to-date unit pack.
- Reach accurate and consistent decisions for the identical qualification for all candidates in line with the specified national standards.
- Are given appropriate support.
- Participate in standardization meetings.

## **2. Learning Resources and Student Support**

1. Faculty should provide students with academic and general support to help them in dealing with possible academic problems, and to ensure that they can lead to satisfactorily progress in their programme.
2. Faculty should ensure that the resources available for the support of student learning are adequate and appropriate for each programme offered (e.g. libraries, laboratories, IT facilities ...etc.).
3. Faculty should ensure that the facilities for learning are used effectively.
4. Faculty should ensure that the academic staff is competent to, effectively teach, facilitate learning, and maintain a scholarly approach to teaching and to discipline.
5. Faculty should ensure that staff of all kinds namely: academic, support, technical and administrative fulfill the requirements of academic standards and strategies for learning and teaching.

6. Faculty should ensure that students' satisfaction for general facilities to facilitate the student life at the Campus.

### **3. Assessment Policy**

**The purpose of assessment at AIC Campus is to:**

- Help students perform to the best of their abilities through assessment that's inclusive and supports their learning and future employment.
- Encourage, motivate and involve students in extensive learning.
- Provide a fair and reliable measure of students' performance, knowledge and skills against the learning outcomes and discipline pedagogy.
- Help students to develop, through timely and constructive feedback.
- Give our stakeholders confidence that a student has achieved the necessary level of achievement, giving a reliable and consistent basis for their award.

**How AIC Campus supports this:**

- Providing staff development workshops in all aspects of assessment.
- Providing adequate resources and an ICT system that supports the assessment process.
- Providing digital tools to encourage innovative assessment.
- Appointing and training appropriately qualified external examiners.
- Recording and storing assessment data on the Student Record System.
- Making sure academic regulations and the assessment policy are accessible and regularly updated.
- Monitoring how the assessment policy is put in place across the Campus.