

Quality Policy



ADAM SMITH COLLEGE
INSPIRING LEARNING

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1.0 Policy

Policy Statement

The Adam Smith College, Fife is committed to providing the highest quality education and training to our local, national and international communities of learners. It is our intent that all of our learners will be given the opportunity to realise their full potential, enabling them to achieve the highest standards in their programmes of learning. Key to fulfilling this commitment is our embracement of a continuous improvement approach to quality assurance and enhancement.

The College is committed to:

- ❖ the ongoing development and strengthening of a College culture which is self-critical, honest, transparent and responsive;
- ❖ establish and maintain quality systems and procedures which enable us to rigorously evaluate our strengths and weaknesses and respond to improvement needs effectively;
- ❖ being responsive and accountable to our stakeholders, including our learners, clients, partners and the bodies which fund, validate or in other ways collaborate in the work of the College;
- ❖ continually improving the quality of the learner experience by monitoring, reviewing, developing and enhancing standards of learning and teaching;
- ❖ providing a variety of mechanisms for our learners, clients and other stakeholders to express their views on our services and have their feedback taken into account;
- ❖ developing and setting standards and targets for all areas of activity and all College teams, benchmarked where possible;
- ❖ encouraging the involvement of all members of the College community in the review of performance, the



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maintenance of high standards and the setting and achieving of quality improvement targets;

- ❖ achieving recognition of our performance standards through accreditation and commitment to national quality standards, including SQMS, IIP and Charter Mark;
- ❖ operating within the context of a coherent, published Planning and Quality Assurance cycle; and
- ❖ ensure that staff in all areas of College activity which impact on the learner experience have the awareness and skills necessary to respond effectively to the challenges of self-evaluation, action planning and continuous improvement.

Policy Context

Our Mission, Vision and Values are set out in the College Corporate Plan. Other policies and procedures relevant to the implementation of the Quality Policy are:

- ❖ Complaints Procedure
- ❖ Course Development and Approval Procedure
- ❖ Customer Care Policy
- ❖ Internal Moderation Procedure
- ❖ Learning and Teaching Strategy
- ❖ Staff Qualifications Policy and Procedure

Quality Practice

The College's quality strategy is firmly centred on the needs of the learner. Our learners' views and opinions on the standard of service experienced are used by College teams to identify areas of strength and weakness, inform action planning and target setting, and measure and evaluate improvements in the quality of our service.



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The College has developed a systematic approach to Quality Assurance and Improvement based on rigorous procedures to monitor, evaluate and review performance. The key features of our approach are that it is:

- ❖ learner centred
- ❖ team based
- ❖ consistent throughout the organisation

The system has been designed to ascertain and evidence the quality of service being delivered and to provide the structure and mechanisms by which improvements can be identified and achieved.

The key elements of the system are:

- ❖ development and implementation of quality standards for all areas of the College's activities which impact on the learner experience;
- ❖ comprehensive annual review of the curriculum portfolio by Teaching Institute to identify areas of strength and weakness and ensure the maintenance of a relevant, dynamic and viable curriculum;
- ❖ rigorous scrutiny and internal approval of all proposals for new or significantly revised courses;
- ❖ course review and evaluation: every course team carries out a process of reviewing and evaluating the course for which it is responsible, resulting in twice yearly written reports and action plans;
- ❖ the production of annual quality reports and action plans at both Department and Directorate level which will form the basis for each Directorate's annual self-evaluation;
- ❖ the production of an annual self-evaluation report at Directorate level which will underpin the strategic and operational planning process;



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- ❖ a consistent process of internal moderation for all course provision within the context laid down in the College Internal Moderation Procedure;
- ❖ eliciting learner feedback, including complaints, through comprehensive and systematic procedures and the incorporation of this feedback into evaluation of the College's performance and actions for improvement;
- ❖ encouraging the evaluation and enhancement of learning and teaching approaches through the development activities of DELTA;
- ❖ continuous evaluation and development of the range and effectiveness of the College's quality assurance and improvement systems and tools.

2.0 Justification

Internally, the Quality Policy is designed to provide the framework within which the quality of the learner experience is evaluated to assure standards of performance and inform planning for improvement.

Externally, there is a requirement or expectation by the College's partners, funding and awarding bodies that robust and effective mechanisms for quality assurance and improvement will be embedded throughout the organisation.

3.0 Link to Strategic Plan

Strategic Aim 2: Develop further as an enterprising and successful organisation continuing to aspire to excellence and relevance based on self-critical review.



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4.0 Exemptions

None

5.0 Related Procedures

- ❖ Complaints Procedure
- ❖ Course Development and Approval Procedure
- ❖ Customer Care Policy
- ❖ Internal Moderation Procedure
- ❖ Learning and Teaching Strategy
- ❖ Staff Qualifications Policy and Procedure