

Quality Assurance Policy

Document Summary

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Quality Assurance Policy

1. Introduction

Quality assurance across The City College and The City College of Acupuncture is fundamental to safeguarding academic standards, clinical excellence, and student success. The College maintains an integrated quality management framework that promotes continuous enhancement, ensures compliance with Office for Students regulatory conditions, and satisfies the standards established by Pearson for Higher Nationals and the British Acupuncture Accreditation Board for professional acupuncture qualifications.

The College ensures that all programmes and clinical teaching modules are delivered consistently, fairly, and robustly, enabling students to achieve recognised qualifications and progress into professional practice. Quality assurance is an institutional responsibility shared across governors, directors, academic leaders, clinical supervisors, support teams, and students.

2. Aim of the Policy

This policy aims to establish a framework for monitoring, evaluating, and continuously improving all aspects of the College's provision to ensure compliance with legislative requirements, awarding body regulations, and internal quality standards, while maintaining a high-quality learning experience for all students and enhancing the quality of teaching, learning, assessment, academic standards and student support.

3. Policy Objectives

The City College (TCC) is committed to maintaining, continuously assessing and improving academic standards and delivering a high-quality student experience. In addition, TCC uses evidence-based decision-making in order to ensure compliance with sector regulations and improve equality, diversity, inclusion and accessibility for all students in order to widen access for underrepresented student groups. TCC aims to fulfil these objectives by:

1. Ensuring high standards of teaching, learning, assessment and student support across all areas of the college and facilitating continuous quality improvement by monitoring and evaluating their effectiveness.
2. Meeting the statutory requirements of relevant legislation and regulatory conditions, including the Equality Act 2010, the Office for Students regulatory framework and registration conditions, the Quality Assurance Agency Quality Code, and professional accreditation standards. This includes adherence to institutional policies covering Safeguarding, Health and Safety, Data Protection, the Academic Conduct and Malpractice Policy, and the Student Engagement Policy.
3. Promote equality, diversity, inclusion and accessibility in all aspects of the college.

4. Ensure fair, valid, reliable and consistent assessment practices.
5. Collect and analyse feedback from students, staff, and governing bodies. Ensure students are at the centre of quality improvement by ensuring that the student voice is heard and their thoughts are listened to and actioned, and involving them in improving the student journey.
6. Maintain effective quality assurance procedures, systems and records.
7. Use data and performance indicators to measure student achievement, progression, retention and satisfaction.
8. Identify and share good practice throughout the college.
9. Ensure prompt implementation and monitoring of quality improvement action plans.
10. Support staff through continuous personal and professional development (CPD).
11. Promote a supportive, safe and positive environment for all staff and learners.

4. Guiding Principles

Quality Assurance at The City College (TCC) is built around central principles, including being:

Student-Centred: involving students as active partners in quality processes.

Evidence-Based: ensuring data, performance indicators and feedback inform decisions.

Transparent: clear communication of processes, decisions and outcomes.

Continuously Enhancing the student experience: going beyond compliance.

Inclusive: Accessible and equitable learning opportunities.

Assessing and Improving Resources: focusing resources on areas of highest risk and impact.

5. Responsibilities and Accountability

In order for Quality Assurance to work effectively, The City College (TCC) clearly defines accountability by outlining the main roles and responsibilities of the college staff and students.

Board of Governors, Directors and Senior Staff

1. Quality Strategy: Develop and implement a robust quality assurance and quality improvement strategy across the College.
2. Compliance: Ensure compliance with awarding body requirements, regulatory standards, and College policies.
3. Quality Monitoring: Monitor key performance indicators including achievement rates, progression, attendance, retention, and student satisfaction.
4. Quality Reviews: Conduct regular quality review meetings to evaluate performance and identify improvement opportunities.
5. Resources and Facilities: Ensure appropriate staffing, resources, facilities, and learning technologies are available to support high-quality provision.

6. Student Voice: Ensure student feedback is collected, analysed, and used to inform quality improvement activities.
7. External Quality Assurance: Coordinate external quality assurance visits, audits, inspections, and reviews.
8. Action Planning: Establish and monitor quality improvement plans and ensure actions are completed within agreed timescales.
9. Staff Development: Identify and provide opportunities for Continuous Personal and Professional Development (CPD).
10. Self-Assessment: Lead and coordinate the annual self-assessment process and quality improvement planning.
11. Recognition of Success: Celebrate and promote achievements, good practice, and innovation among staff and students.

Academic Team (Principal, Course Leaders, Lecturers, Assessors and Verifiers)

1. Professional Standards: Follow professional standards for teachers, trainers, assessors, and quality practitioners.
2. Quality Delivery: Deliver teaching, learning, and assessment activities that meet College and awarding body requirements.
3. Assessment Practice: Ensure assessments are fair, valid, reliable, and conducted in accordance with approved assessment procedures.
4. Internal Quality Assurance: Participate fully in internal verification, standardisation, and quality assurance activities.
5. Record Keeping: Maintain accurate and up-to-date records of teaching, assessment, attendance, progress reviews, and learner achievement.
6. Learner Support: Provide appropriate academic support to learners to enable achievement and progression.
7. Continuous Improvement: Engage actively in self-assessment, peer observations, audits, and quality reviews.
8. Student Feedback: Encourage learners to provide constructive feedback and support quality improvement initiatives.
9. Use of Data: Monitor learner performance, identify risks to achievement, and implement appropriate interventions.
10. Resources: Produce and maintain high-quality learning and assessment materials that meet qualification requirements.
11. Standardisation Activities: Participate in standardisation meetings to ensure assessment decisions are consistent.
12. CPD: Maintain current vocational and professional knowledge through ongoing professional development.
13. Action Planning: Implement improvement actions identified through quality assurance processes.
14. Good Practice Sharing: Share effective practice and contribute to continuous improvement across curriculum areas.

Non-Academic Staff (Admissions, Administration, Finance, Welfare/Support)

1. Provide efficient and professional services that support students and staff.
2. Maintain accurate records and documentation in accordance with College procedures.
3. Support quality assurance activities through effective administration and reporting.
4. Contribute to quality reviews, audits, and improvement initiatives when required.
5. Support students in accessing appropriate services, learning resources, and welfare support.
6. Ensure information provided to learners and stakeholders is accurate, current, and accessible.
7. All staff are required to follow College policies and procedures, actively contribute to quality assurance and continuous improvement activities, maintain accurate records, protect confidential information in accordance with Data Protection legislation, and promote a positive, safe, respectful, and inclusive environment for all learners and colleagues.

6. Student Cohort

1. Follow College policies and procedures.
2. Attend classes regularly and punctually.
3. Participate actively in learning activities and reviews.
4. Provide honest and constructive feedback through surveys, meetings, and student representation activities.
5. Complete assessments and assignments to the required standards.
6. Meet submission deadlines and agreed targets.
7. Respect College values and contribute positively to the learning environment.
8. Engage with support services and quality improvement initiatives when appropriate.

7. Quality Assurance Framework

In order to assure compliance, improvement and quality, The City College (TCC) has mechanisms and procedures in place which include:

The Board of Governors:

The Board of Governors operates under the ultimate commercial and legal authority of the Board of Directors to provide rigorous oversight of The City College. The Governors are responsible for educational standards, quality strategy, risk management, and regulatory compliance. Comprising external members, current students, and alumni, the Board actively reviews the college risk register, monitors quality data, and advises the Senior Leadership Team on academic performance.

Assessment Board:

Meets at the end of each term to review student achievement, retention, progression, academic achievement and feedback from department heads, lecturers and students.

In addition, the curriculum and assignment briefs are reviewed for current relevance and employability, academic standards, resources and student outcomes.

Internal Assessment and External Verification:

Standardisation meetings are held each term to ensure that the quality of the teaching is consistent.

External accreditation bodies review sampled work, hold meetings with staff and students and supply reports and feedback, which is fed back as good practice.

Senior Leadership Team:

Senior Staff, including the Directors, Principal, Department Heads, Student Welfare Officer and others are responsible for teaching quality, learning resources, digital learning environments, academic support and student wellbeing services. In addition, they are responsible for identifying risks to quality, including planning a response, escalating, monitoring and reporting on any such issues.

8. Student Voice

The student voice is linked to quality assurance as it provides direct evidence of students' experiences, perceptions of teaching, assessment, resources, support and the learning environment, which helps the college evaluate and improve the quality of education provided.

The City College (TCC) uses student representatives, student surveys, staff-student liaison committees, the Board of Governors (which has current student and alumni members) and NSS results to gather information. However, gathering this information is only the first step. Such feedback needs to be analysed and taken into consideration. The college then takes action to address concerns or improve practice, and students are informed of the college's responses to this feedback via SharePoint, showing which actions have been taken.

Ensuring that this feedback is communicated to students shows that the student voice is valued, helps to increase student engagement as they feel it is worthwhile, provides evidence of continuous improvement and shows that feedback leads to meaningful actions and helps build trust between the college and the student community.

As well as helping implement changes which students request, it also helps the college identify areas for improvement and helps the college understand how students see the learning environment.

Quality Assurance relies on evidence and student representation, and surveys help to provide evidence when the college is reviewing policies and procedures, promoting continuous

improvement and highlighting that student needs are taken into consideration. This helps engage students in quality processes as partners in their education journey.

9. Data and Performance Indicators

Quality Assurance data is used to identify key metrics:

Area:	Measures:
Student Success	Progression, completion, attainment figures
Student Experience	Internal survey results, NSS
Employability	Graduate outcomes
Engagement	Attendance and participation, Individual Learning Plans (ILPs)
Quality Issues	Complaints, appeals, misconduct
Equality	Award and continuation gaps, Access and Participation Plan

This data enables the college to concentrate on enhancement, rather than compliance. The City College uses this data to innovate and improve service delivery and to enhance the student experience. The aim is to constantly improve outcomes for students, including accessibility, equality, and inclusion.

10. Artificial Intelligence and Emerging Technologies

The rapid evolution of generative artificial intelligence (AI) and emerging technologies presents both significant opportunities for innovation in learning and teaching and distinct risks to assessment integrity. The City College (TCC) is committed to embracing these technologies responsibly while safeguarding academic standards.

Responsible Use of Generative AI

Staff and students are encouraged to explore the use of AI tools to enhance digital literacy, research efficiency, and personalised learning.

Transparency is mandatory: any use of generative AI in assessment, research, or administrative workflows must be fully acknowledged and documented by the user.

AI must be used as a supplementary tool to support critical thinking and creativity, rather than as a replacement for individual academic effort and original analysis.

Assessment Integrity

Assessment briefs must be designed to minimise opportunities for academic misconduct involving AI, incorporating authentic task design, practical application, reflective components, and viva voce elements where appropriate.

The College safeguards academic standards against unauthorised generative artificial intelligence through authentic assessment design, structured drafting processes, oral vivas, and rigorous internal verification. In line with sector findings on software limitations and the risk of false accusations, the College does not solely rely on automated AI detection metrics to determine misconduct. Any suspected generative misuse is investigated holistically by academic staff using human judgement, writing history, and document metadata, strictly in accordance with the Academic Malpractice Policy.

Staff and Student Guidance

The College provides clear, up-to-date guidance, training resources, and acceptable-use protocols for both academic staff and students regarding what constitutes permitted versus prohibited use of AI in assessments.

Academic teams receive regular briefing updates on emerging AI tools and evolving sector practices to ensure consistent guidance is delivered across all curriculum areas.

Data Protection Considerations

The use of any AI tools, platforms, or learning analytics software must strictly comply with Data Protection legislation and the College's Data Protection Policy.

Staff and students must ensure that special category personal data, confidential research, or proprietary institutional information is never inputted or uploaded into public or unapproved artificial intelligence platforms.

Review of AI-Related Risks and Opportunities

Curriculum leaders and senior management regularly review the risks and opportunities associated with emerging technologies during annual course monitoring and quality review cycles.

Action plans are updated annually or as needed to respond to technological advancements, ensuring that the College's digital learning environment remains secure, innovative, and robust.

11. Related Policies

- Assessment Policy
- Teaching and Learning Policy
- Student Engagement Policy
- Academic Conduct and Malpractice Policy
- Academic Appeals Policy
- Complaints Policy
- Equality and Diversity Policy
- Code of Ethical Conduct
- Data Protection Policy 2627