



Internal Quality Assurance Policy

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1.0 PREAMBLE

The quality assurance approval procedures are intended to monitor and enhance the quality of the Institute's training programs. The process also ensures that training courses are appropriately costed, that the courses meet the needs of the target customers; that professional standards associated with developing and running our courses are considered, that course organisers have a clear understanding of copyrights and intellectual property, and that course evaluation processes are in place for feedback purposes. Quality assurance is also an essential part of maintaining good practice across the Institute and to protect the reputation of the Institute as well as the experience of our trainees.

2.0 MISSION STATEMENT

- 2.1 The School of Management & Research, hereafter referred to as TSMR, was setup to provide a wide range of Professional Development (PD) and higher education student courses to meet the increasing demand in Dubai and the Mena region to develop and enhance knowledge, skills, and opportunities.
- 2.2 TSMR aims to achieve the above aims in an innovative, responsive, caring, and flexible learning environment. The Institute is committed to providing access to trainees of all backgrounds, and to achieving quality and excellence in all aspects of its work.
- 2.3 TSMR strives to maintain a learner focus in directly preparing our tutees for further study or careers in their fields of training and global economy as a whole. The Institute aims to promote a working environment that encourages equal opportunities based on initiative, innovation, teamwork, high standards and integrity. The Institute firmly believes in the individual potential of the learner and that learning is lifelong.

- 2.4 The college seeks to fulfill its mission by:
- (a) Providing high-quality, accessible and interactive training, largely comprising nationally and internationally validated programmes in various areas of learning
 - (b) Providing continuing training programmes in a flexible mode to those unable to avail of full-time programmes
 - (c) Providing customised Management and Business training for enterprises
 - (d) Promoting and developing a quality assurance culture within the institute and continually reviewing and developing policies and procedures on all pertinent QA areas

3.0 **Transparency & Accountability**

3.1 TSMR will ensure that relevant information is made accessible to stakeholders. A quality ethos must be embedded in a culture of openness and transparency. All relevant programme information, e.g. syllabi, schedules and assessment requirements (where available) are made available in electronic and/or hard copy. Greater Transparency is achieved by using Internet and intranet facilities to publish course information, policy documents and procedures adopted.

3.2 In any institution promoting a quality sensitive culture, it is vital to ensure that all stakeholders know who is accountable in all areas of the organization. While the systems put in place to manage quality evolve from the active involvement of all relevant stakeholders, senior management has clear responsibility for promoting and maintaining an institute-wide quality culture and approach. It is also acknowledged and accepted that management must create an environment conducive to participation, trust, teamwork, empowerment and pride in performance.

4.0 **Communications**

4.1 TSMR is committed to the free flowing, two-way exchange of information between learners, staff, and other stakeholders, inclusive of diversity. TSMR endeavours to provide updated and accurate information while seeking feedback on all its programmes and services; to enable them to remain relevant and useful to stakeholders and students alike.

4.2 TSMR strives to continually develop its communication tools and information resources, as the school views effective communication with current and potential learners, staff and other stakeholders as a vital element to fulfilling the it's overall mission.

5.0 **Equality**

5.1 The School of Management & Research is committed to delivering programmes of education and training whilst providing all other related services, in a manner, which accommodates diversity, combats discrimination and promotes equality of opportunity.

6.0 **Learner Participation**

6.1 Learner representatives will be included and identified with a role in quality assurance of the Institute. TSMR will strive to develop and administer systematic methods for gathering learner feedback on education programmes and support services. Fair and transparent mechanisms for processing complaints and appeals and a commitment to speedily and adequately address perceived weaknesses are prerequisites in guaranteeing learners' rights.

7.0 **Learning**

7.1 The Institute will endeavour to create an environment in which learners have responsibility for their own learning. All relevant course information must be accessible and all appropriate repository and IT systems readily available to create ideal conditions for individual learning.

7.2 To provide opportunities for active learning, the Institute encourages the use of group and project work, fieldwork, reflective practice, work placements, if necessary, and the simulation of employment skills.

7.3 TSMR strives to maintain an interactive learning environment. This cultivates a more interactive learning style between facilitator and learner, ensuring that more attention is afforded on an individual basis and classes can be broadly delivered in tutorial styles.

8.0 **Learner Support**

8.1 TSMR prides itself on the high levels of personal academic and technological support it can offer its learners as a small, training institute. TSMR will strive to maintain and improve the general support services available to its learners.

8.2 TSMR is committed to providing a stimulating learning experience in a supportive environment. It is acknowledged that quality accessible support services combined with evaluation systems and procedures are necessary and inherent to an active quality assurance culture.

9.0 **Protection of Enrolled Learners**

9.1 As a private training profit-making institution, TSMR has specific arrangements in place to provide for and protect learners in the unlikely event The Institute would cease to provide a particular programme.

9.2 In the unlikely event of a programme of study unexpectedly ceasing, learners will be transferred to another provider offering the same or similar programme. To facilitate this, TSMR plans to establish agreements with educational providers to which course participants will be directed in the unlikely event of cessation of a programme. In the event of a programme of study unexpectedly ceasing, where the option of transfer is not acceptable or feasible to the learner, The Institution will refund the most recently paid fees.

10.0 **Assessment**

- 10.1 TSMR is committed to ensuring that the assessment of its learners is fair and consistent, accounting for individual needs, and is integrated across all programmes, consistent across assessors, concurs with national and International best practice and orientated entire towards the progress, development and achievement of its student body.
- 10.2 Established fair and consistent assessment practices (where applicable) that satisfy external standards is a fundamental quality objective. TSMR is committed to having an assessment system, which is continuous, fair, consistent, transparent, and effective in measuring the extent to which learners achieve the stated learning outcomes. To protect the integrity of assessment, learners must have available sufficient information on assessment requirements and all of its component elements.

11.0 **Teaching**

- 11.1 The process of teaching and learning, and the relationship between teachers and learners is the essence of any educational institution.
- 11.2 TSMR is committed to supporting innovative teaching methods by recognising and promulgating best teaching practice. Academic support of the learner begins with the teaching process. Strong communication between administrative and teaching staff, as well as the provision of the necessary resources for effective teaching and learning must then be available to provide academic support to students of varied abilities and backgrounds. Similarly, TSMR has monitoring systems to ensure this support.
- 11.3 The advantages of exposing learners to different facilitators, teaching styles, cutting-edge technologies and to an appropriate mix of learning modes, e.g. seminars, tutorials, and hands-on practice, is recognised by The Institute. Regular progress feedback to learners by facilitators, together with timely and appropriate responses to coursework, form a necessary backdrop to quality programme delivery.

12.0 **Programme Development, Delivery and Review**

- 12.1 TSMR endeavours to offer a suite of relevant programmes of approved content and standard together with a systematic process for the monitoring, evaluation and continuous enhancement of these programmes. Where the Institution is running programmes validated and awarded by external bodies, every effort is made to comply with the relevant bodies' requirements and recommendations with regard to the aforementioned processes.
- 12.2 The involvement of external specialists in the design, monitoring and review of programmes is critical. Central to its quality assurance system is The Institution's policy and set of procedures pertaining to self-evaluation. Self-Evaluation, if conducted in a structured and systematic way, should lead to improvement of programmes and services.
- 12.3 Learners, management, staff and an external evaluator contribute to the Self-Evaluation process conducted by the Institution.

13.0 **Verifiable Data and Monitoring Mechanisms**

- 13.1 The Institution will generate and collate all necessary data in order to monitor critical quality indicators, e.g. continuous assessment results, examination results, completion rates, class attendance rates, learner feedback, extern examiners' reports, committee reports, graduate destination data.
- 13.2 Data will be managed and used for planned interventions, to be decided by the relevant Institution committee. It is through the basic process of acting and intervening on results of verifiable data, and evaluating these interventions that change and ultimately continuous improvement can be achieved.
- 13.3 Examples of monitoring mechanisms already in use by TSMR are: learner feedback and staff feedback forms. All data is protected in accordance with current Data Protection legislation in the UK or country of practice

14.0 **Access, Transfer & Progression**

14.1 TSMR is committed to providing current and prospective learners with all the information necessary to allow them to make informed decisions regarding their chosen programme of study. It is the intention of the Institution to evaluate a tutee's prior learning in accordance with The Institution's policy and relevant accrediting bodies, requirements, making every effort to promote an equitable and fair admission process, whilst also providing programmes of study which facilitate learners who wish to transfer or progress to other programmes leading to recognised awards.

15.0 **Continuous Improvement**

15.1 The quality assurance system of TSMR is fundamentally based on the principle of continuous improvement. The Institution is committed to constantly strive to make the institution and the quality assurance system more effective. Continuous improvement is the core management strategy of the Institution and covers all aspects of its operation. All continuous improvement activities are recorded and tracked with regard to the procedures and processes they affect.