



**ISE - Intensive School of English Language Limited**

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## ISE Quality Assurance Policy

### 1. Principles

1.1 ISE is committed to providing a quality learning experience for all students by:

- a. accurately identifying students' entry levels and placing them on appropriate courses
- b. fostering a mutually supportive and empowering school ethos, whereby all members of the staff and student body are enabled + supported to achieve their optimum objectives
- c. consolidating measurement + monitoring students' progression to ensure + demonstrate consistent achievement
- d. facilitating cross-cultural + cross-national exchange + intercourse, so that students' English Language achievement is underpinned by enriching social + cultural awareness + experience.

### 2. General Aims

2.1 ISE seeks to provide the best quality learning experience for every learner by continuously improving the quality of the college's provision and resources.

2.2 A commitment to quality means that the college will ensure a match between each learner's skills and knowledge acquisition with an appropriate course, through diagnostic assessment, interview, appropriate guidance and induction.

2.3 In order to do this it is vital that the college regularly evaluates all aspects of provision by systematically:

- sharing good practice
- participating in staff development
- monitoring and reviewing as part of self assessment and development planning

### 3. Implementation

To implement this policy, the college will:

- . 3.1 Actively work towards involving everyone in the sharing of ownership of quality services and provision, through Quality Circles
- . 3.2 Compare performance indicators with benchmarks in order to review provision and set annual targets.



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- . 3.3 Carry out bi-annual internal observation of teaching and learning.
- . 3.4 Carry out annual staff appraisals.
- . 3.5 Carry out learner, sponsor, employer and staff satisfaction surveys, benchmarked nationally where possible, through external examination.
- . 3.6 Develop procedures for initial testing outcomes to ensure that students' data is accurate and used by the teaching team.
- . 3.7 Design procedures which will ensure that external verifier reports are analysed, key messages identified, with priorities for action and monitored by the Senior Management Team.
- . 3.8 Ensure that all college staff understand the college's mission and objectives.

#### 4. Focus of the policy

4.1 The college quality processes will operate at four levels:

- a. Strategically through the Senior Management Team Quality Forum
- b. At course level through the teaching team meetings
- c. At student level through the student support systems
- d. Cross school through the Quality Circles

4.2 The Senior Management Team Quality Forum

- The Senior Management Team Quality Forum will receive reports from teaching teams via team meeting minutes/reports. These will include action points.
- The committee will receive the college annual self-assessment report and will monitor the action points included in the development plan, as well as any targets set for enrolment, retention or achievement.

4.3 Whole school Quality Assurance

- The whole school Quality Assurance will hold quarterly review as they fall due in order to improve Standards and draw up action plans and/or operating statements. There will be a set agenda for these meetings and the reviews should involve each school section representatives,

4.3 Course Quality Assurance

- Teacher development groups will meet termly (ie every 12 weeks) to review all



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areas of their course operation. There will be a set agenda with formal minutes and action points. These will be passed to the Senior Management Team Quality Forum.

- The Senior Management Team will receive details of any proposed new proposed new courses or changes to programmes for approval.
- All courses will hold an annual review comprising of the details reviews held throughout the year and to confirm that course documentation has been completed, procedures followed and action points addressed.
- All full time students will be allocated a personal tutor. Every personal tutor is requested to review learners' progress regularly against an Individual learning Plan (ILP), which has details of qualifications on entry and personal targets for achievements. There should be a minimum of 3 ILP reviews per year.
- Formal complaints by students will be made through the complaints/suggestion process as outlined in the student as outlined in the student handbook.
- All students will have the opportunity to complete student satisfaction surveys at key times during their programme usually after enrolment and induction and then midway and at the end of their course.
- Student representatives will be elected to the Student Quality Circles group.
- The college will encourage the integration of any students with special needs into the college. Students with learning difficulties will be offered individualised programmes of study to assist them where necessary in line with the college's Equal Opportunities Policy.

## 5. Development, monitoring and evaluation of this policy

5.1 The Whole School Quality Circle will systematically monitor and evaluate progress against an annual action plan and will be responsible to the Senior Management Team for continued development and review of this policy.



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### **Document history:**

12 January 2006 (Lawrence Eke, Chris Edge) First draft.

19 September 2012 (Lawrence Eke, Christine Edge, David Coulson, Anna Moroney)  
Revised and agreed.

17 December 2013 (Lawrence Eke, Anna Bernardi) Revised and agreed.

12 December 2014 (Lawrence Eke) Revised and Agreed.

10 October 2018 (Chris Edge) revised and agreed

24 January 202 (Lawrence Eke) revised and agreed

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