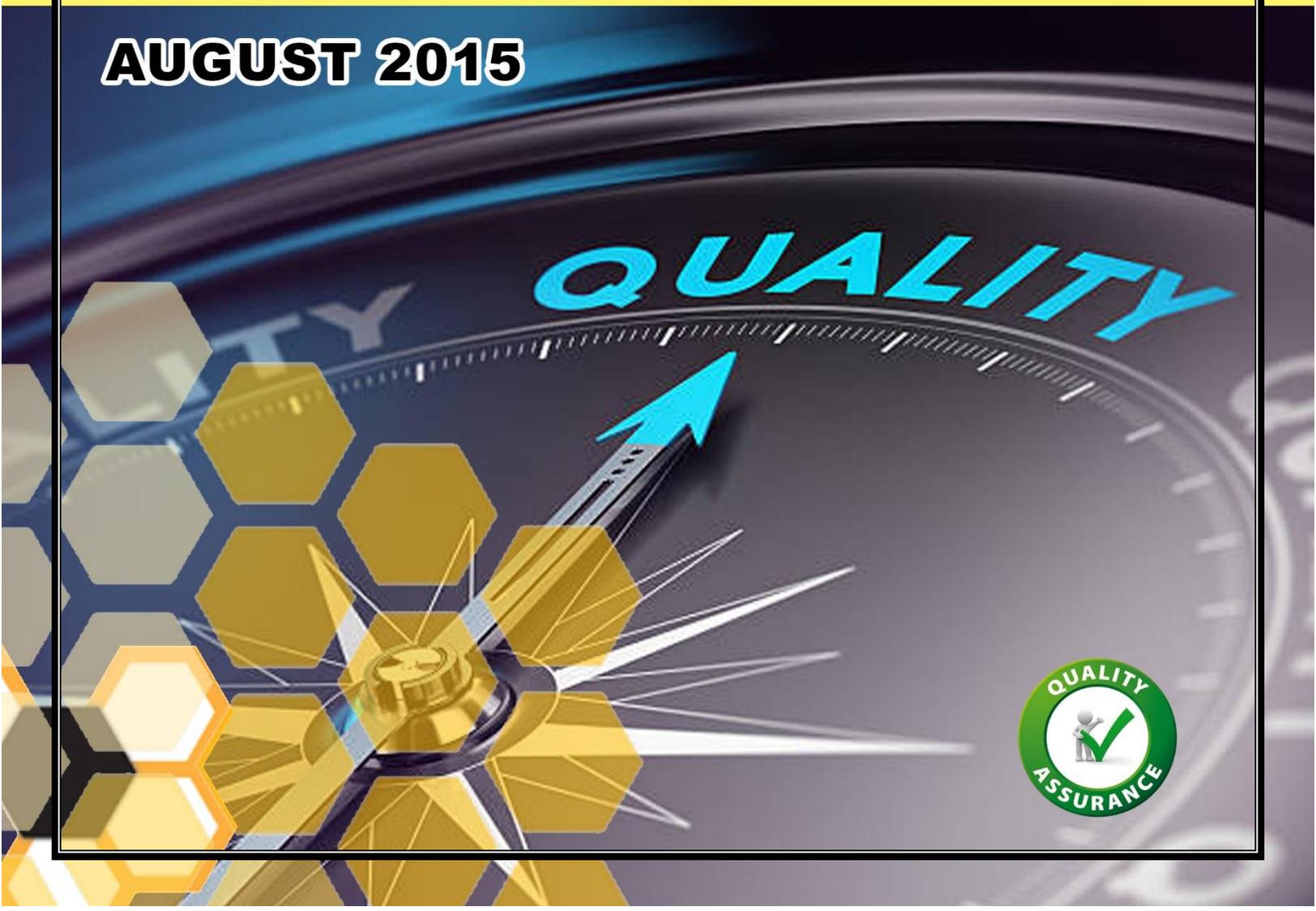




**G.C. FOSTER COLLEGE
OF PHYSICAL EDUCATION & SPORT**

**DRAFT
QUALITY ASSURANCE
MANUAL**

AUGUST 2015



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Chapter 1 Overview

1.1 Introduction

The G.C. Foster College of Physical Education & Sport is a government-owned institution founded in 1980 offering programmes in Physical Education & Sport to local and international students. The College offers programmes at the Certificate, Diploma, Bachelor and Master's Degree levels.

The College has grown significantly since its inception in both programme offerings and student numbers. This growth and expansion of the College has been characterized by a steady expansion of the range of programmes to meet the growing needs of the society and more importantly, to assure the quality of the programmes offered.

Quality is essential to all of the activities of the G.C. Foster College. Consistent review and monitoring guide the assurance of student learning experience and guarantee that quality is more than just a system of compliance but is embedded as a practice of continual improvement. This is replicated in the G.C. Foster College's vision to "be a world class training institution producing excellent teachers, sports and recreational professionals to meet local, regional and international demand".

Quality assurance of the G.C. Foster College is a critical success factor for delivering quality programmes. Its principles include:

1. Ensuring the reliability and validity of the educational and learning process that forms a monitoring system
2. Providing accountability and responsibility of the educational system to our stakeholders
3. Promoting the continuous improvement of the learning process that is reflected in the quality of our graduates
4. Developing a framework for creating efficiencies in both the administrative and the

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academic functions of the organization.

1.2 College Profile

The G.C. Foster College of Physical Education and Sport, which operates as a full-time residential institution, was established in September 1980, at Angels, Spanish Town, St. Catherine, Jamaica. The College campus is established on approximately forty-one (41) acres of land off the main highway leading from Spanish Town to Linstead and is approximately twenty (20) miles from Kingston, the nation's capital.

This co-educational institution is at present the only one of its kind in the English-speaking Caribbean, with an offering of physical education and sport courses and the original buildings and equipment are a gift of the Cuban Government to the people of Jamaica. Since its inception in 1980 there have been many developments and improvements not only to the physical facilities, but also to the curriculum and programmes offered at the College.

There has also been an increase in the student population, which now stands at more than ten times the number with which the College was opened in 1980. The current population is now over 450.

1.3 Programmes Offered at GC Foster College

Students have the option of pursuing a 6-week certificate course through a range of programmes up to the degree level.

The following programmes are offered by the G.C. Foster College of Physical Education & Sport:

1.3.1 *Master's Degree in Physical Education*

This programme is offered in collaboration with the University of Technology, Jamaica. This programme is offered over one year with a blended modality (online and face-to-face).

Entry Requirements

A Bachelor's Degree

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1.3.2 Bachelor's Degree (UCJ Approved)

This programme is an add-on degree. That is, the three year diploma in Teacher Education Programme forms the basis of the degree. It is offered both on a full-time and part-time basis. The full-time programme is offered over three semesters including summer and the part-time over five semesters.

Entry requirement

G.C. Foster College three-year Diploma in Physical Education

1.3.3 Bachelor in Education (Physical Education specialization)

This is a 4-year full-time and a 5-year part-time including summers) programme. This programme is similar to the programme pursued by students at other Teachers' Colleges in Jamaica. Students are prepared to teach at the Secondary Level of the Education System.

Entry requirements

Five CXC/CSEC subjects at the General Proficiency Grades 1, 11 and 111 (effective June 1998) or their equivalent. The five subjects must include English Language, Mathematics, a Science subject and/or Physical Education.

Mature Entry

Candidates over the age of 30 years seeking admission into the programme and who do not have the required academic qualifications but who have completed at least 5 years of teaching in one or more recognized schools must establish clear evidence of their competence in the field.

1.3.4 Diploma in Coaching

This is a two-year programme geared towards persons who are coaching various disciplines, elite athletes or individuals who are interested in coaching as a profession and need formal certification.

Entry Requirements

Four CXC/CSEC subjects inclusive of English Language at the General Proficiency Grades 1, 11 and 111 (effective June 1998) or their equivalent.

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1.3.5 Diploma in Sport Fitness Instruction

This is a two-year part-time programme designed to provide formal training for personnel who work in gymnasium.

Entry Requirements

4 CXC's inclusive of English Language and one of the following subjects: Mathematics, Physical Education and a Biological Science subject.

1.3.6 Diploma in Sport Massage Therapy

This programme is designed to provide formal training for personnel for Sports Massage Therapy in all areas of sports.

Entry Requirements

4 CXC's inclusive of English Language and one of the following subjects: Mathematics, Physical Education and a Biological Science subject.

Mature Entry for Sport Massage & Fitness Instruction

Persons with training approved by the relevant professional body or with 2 years working experience in a related field.

1.4 Vision, Mission and Core Values

1.4.1 Vision Statement

The vision of the G.C. Foster College of Physical Education and Sport is "A world class training institution producing excellent teachers, sports and recreational professionals to meet local, regional and international demand".

1.4.2 Mission Statement

The mission of the G.C. Foster College of Physical Education and Sport is to "contribute to social and economic development through the optimal preparation of Physical Education teachers, athletes, recreation and sports

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specialists; utilizing qualified personnel and contemporary resources”.

1.4.3 Core Values

The core values of the G.C. Foster College of Physical Education and Sport are:

- Excellence
- Professionalism
- Commitment
- Integrity
- Accountability
- Adaptability
- Flexibility

Chapter 2 Policies and Procedures for Quality Assurance

2.1 Scope of Quality Assurance

All activities within the College are subject to the College Quality Assurance procedures. All staff undertake a key role in the management and implementation of quality assurance procedures and a collective responsibility for same is distributed across a range of boards and committees. Ultimate responsibility for the approval and monitoring of all quality assurance procedures rests with the College Academic Board. Quality Assurance procedures are reviewed periodically and an annual Quality Assurance Report is produced by the Quality Assurance Officer and submitted to Academic Board.

2.2 Quality Assurance Framework

The G.C. Foster College recognizes that the effective and transparent operation of quality assurance is essential to student and public confidence in the College, and that it is critical to achieving its long-term vision. Quality reflects the broader ideals of the College in achieving its mission and vision and is supported by a quality assurance system that allows for continuous review, monitoring and on-going improvement. The College is committed to adopting a culture that recognize the relevance of quality, and assuring quality in its daily operation. The quality assurance system is embedded and maintained at all levels of management, administration, academic staff and learners.

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Quality Assurance is further informed by exposure to and collaboration with higher educational institutions and accrediting bodies.

Quality Assurance within the College is managed by the Quality Assurance Officer, with the support of the Quality Assurance Committee. All quality assurance procedures are reviewed on a regular basis and the findings of such reviews (including proposals for changes to policy and procedures) are presented to Academic Board for review and approval. Any future amendments to the Quality Assurance Manual will be documented in the manual and a summary of changes and updates will be appended to the revised version. The Quality Assurance Manual is published on the College's website and is formally highlighted to students and lecturers. Individual staff members receive specific induction on the areas of the manual that specifically relate to their area of responsibility.

The following principles underpin the development, implementation and continuous improvement of quality assurance procedures at the College:

- Transparency

The work, policies and procedures that underpin education provision at the College should be transparent and available to interested stakeholders.

- Inclusivity

The development and review of the quality assurance procedures should be based on input by all key stakeholders: learners, teaching staff, support staff, employers, professional bodies and external agencies.

- Relevance

The quality assurance procedures should be relevant and applicable to the specific requirements and resources of the College.

- Accessibility

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The procedures should be written in clear, concise language that is readily understood in the context of higher education; the procedures should be easily available to any stakeholder.

- Accountability

Accountability for implementation and review of specific procedures should be clearly identified within the procedures themselves

This manual describes the college's self-governed quality assurance system and assigns Quality Assurance responsibilities to committees and positions across the College.

The G.C. Foster College recognizes that it serves a broad range of learner and stakeholder needs and that the implementation of processes will suit the diverse needs of groups and at the same time provide an auditable and measurable quality framework.

Most importantly, the college recognizes that quality assurance is the result of the overall commitment of all staff of the institution to produce quality through the relationship they build with the students and other stakeholders.

2.3 Management and Governance

Management and academic governance at the G.C Foster College is key to the implementation of the College's quality assurance system. The academic units and other units that comprise the overall management and governance structures have ongoing responsibility and accountability for continuous quality assurance.

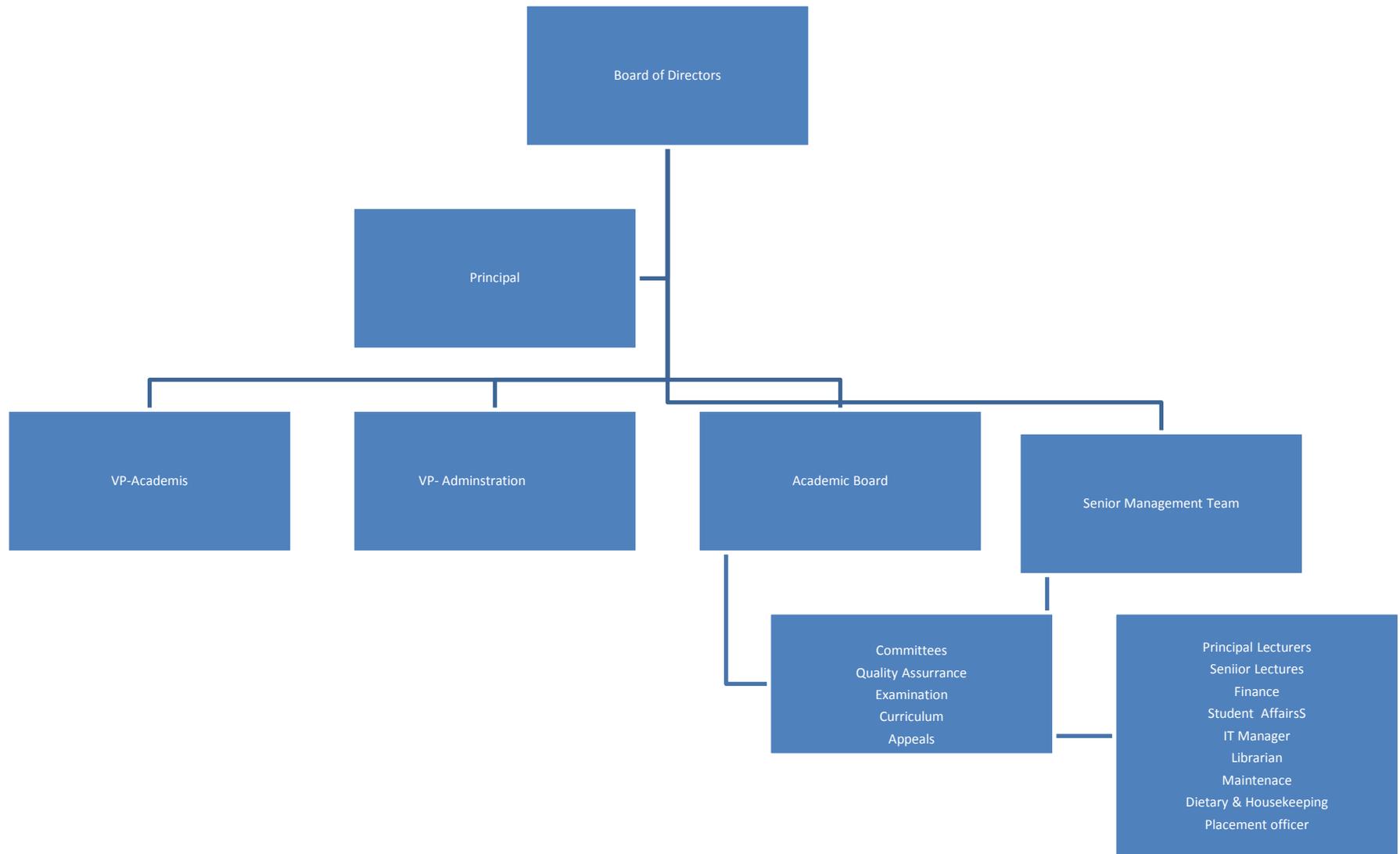
The governance structures are diagrammatically represented in **Figure 1** while the membership and function of the different boards and committees within the College are detailed in **Table 1**

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The functional and operational responsibilities of the members of the Board of Management, the Vice Principal of Administration and Vice Principal of Academic s, represented in Table 1

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Figure 1



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Table 1

Governance: Boards and Committees

BODY	MEMBERSHIP	FUNCTION	MEETING FREQUENCY
Board of Management	<p>External Chair CEO</p> <p>Report to the Minister of Education</p>	<p>.Overseeing strategic development. Advising on strategic planning. Overseeing compliance with quality assurance procedures. Guardianship of corporate and academic governance best practice.</p>	
Senior Management		<p>Development and implementation of the Strategic Plan. Overseeing the operational management of ICHAS. Compliance with Quality Assurance Procedures Consideration of HRM requirements. Overseeing marketing and PR initiatives. Overseeing programme development and review</p>	
Academic Board	<p>Principal – Chairman Vice Principal – Academics (Deputy Chairman)</p>	<p>Policy development and review Academic planning and development. Academic monitoring and review.</p>	

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	<p>Vice Principal - Administration Programme Coordinators: Three (3) Programme Representatives from the departments listed below who shall be rotated every two years: Professional Studies Language and General Studies Sports and Science</p> <p>Senior Lecturers Registrar Librarian A student representative who shall be the president of the Student Council</p>	<p>Coherence of academic policies with strategic plan. New Programme review and approval. Quality Assurance Research Evaluation Assessment.</p>	
<p>Quality Assurance</p>		<ul style="list-style-type: none"> ▪ Develop and review the following policies as necessary: ▪ Assessment ▪ Internal & External Verification – monitoring of assessment instruments, developing item banks, etc. ▪ Evaluation (Entry, On programme, Exit, Impact) ▪ Monitor the implementation of the various policies listed above ▪ Maintain regular liaison with the Examination and Curriculum Committees. ▪ Ensure programmes obtain accreditation from the appropriate 	

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		<p>accrediting bodies as specified in the College's Operational Plan</p> <ul style="list-style-type: none"> ▪ Keep abreast of issues relating to quality assurance in the tertiary education and training system. ▪ Convene general meetings at least once per semester to ensure objectives are being achieved. ▪ Report issues arising from the Quality Assurance Committee meetings to the Academic Board. ▪ Review membership of the Committee each academic year. 	
Board of Examiners			
Appeals Committee			
Programme Coordinators			

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2.4 Procedures for Measuring the Effectiveness of Quality Assurance Procedures

The effectiveness of quality assurance procedures at G.C. Foster College is measured in a number of different ways. A schedule of review activities will be devised for the current academic year and each subsequent year.

The main reviews are :

- periodic Quality Audits
- Annual Quality
- Assurance Report
- Programmatic Review
- Institutional Review

2.5.1 *Periodic Quality Audit*

The Quality Assurance Committee is charged with the review, evaluation and revision of quality assurance procedures. It is responsible for monitoring all systems and polices across the College and their impact on the student experience and academic standards. In addition, it monitors adherence to quality assurance policies and procedures. On a quarterly basis, the Committee members undertake an audit of implementation of quality assurance procedures, based on a defined cycle, with all procedures reviewed within a twelve month period. The practice of the review involves consultation with relevant staff through which knowledge of quality assurance procedures is disseminated and understanding enhanced. Each semester, a brief Audit Report is prepared and retained by the Quality Assurance Officer.

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2.5.2 Annual Quality Assurance Report

The Quality Assurance Officer will prepare an Annual Quality Assurance Report. The Annual Quality Assurance Report is for internal use only and takes the format of a self-study, identifying existing strengths and areas for improvement. The desired outcome of this report is an annual action plan aimed at ensuring the achievement of ongoing quality enhancement. The Report and a proposed Quality Enhancement Plan is submitted to Academic Board for review, discussion and ratification. The Report will consider the implementation and effectiveness of each quality assurance policy and associated procedures, deriving information from the periodic QA audits, consultation with staff, stakeholder feedback and other relevant bodies.

2.5.3 Programmatic Review

The College will undertake a major evaluation of each programme or a suite of related programmes at defined intervals (usually every five-years), called Programmatic Review. The programmatic review process provides the Academic Unit with an opportunity to conduct a critical evaluation of the programme and all associated supports, and to propose significant amendments, where appropriate.

2.5.4 Institutional Review

The College will undertake a five-yearly Institutional Review. The objectives of the institutional review process are:

- To enhance public confidence in the quality of education and training provided by the institution and the standards of the awards made;
- To contribute to coherent strategic planning and governance in the institution

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- To assess the effectiveness of the quality assurance arrangements operated by the institution;
- To provide recommendations for the enhancement of the education and training provided by the institution.

Chapter 3 Communication

3.1 Communication with Teaching Staff

Programmes offered at the G.C. Foster College are delivered face to face and for some on a blended learning model, using both face to face and online methodologies. G.C. Foster College operates at the main campus with other distance training sites. It is therefore essential for the College to ensure consistency of communication, between those lecturers who are based at the main campus and those who are based in off-campus sites. The following elements form part of communication procedures for teaching staff:

- Induction training for lecturers, which is mandatory for all new and returning lecturers, takes place in advance of programme commencement and the start of each academic year. This training is geared towards peer interaction, relationship-building and idea-sharing. They also ensure that information is presented simultaneously and in a uniform fashion to all teaching staff.
- All programme-specific information is available in print copy in advance of the academic year, which includes timetables, academic calendar, assessment schedule, marking guidelines, practice placement requirements, student handbook. This ensures consistency and clarity of information across all centers and lecturers. Teaching staff receive a specific calendar of Academic Meetings for each academic year at Lecturer Induction.
 - Quarterly Academic Staff meetings are an important element of faculty communication and all lecturers are strongly encouraged to attend same.

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The relevant Programme Coordinator visits off-campus centers on a planned basis over the course of each academic year and also participates in online discussions with teaching staff.

- A high level of personal contact (in person, by telephone or through email) is maintained by the Quality Assurance Officer, the Head of Academic and the Programme Co-ordinators with all teaching staff.

On an ongoing basis, the Programme Co-ordinators and Head of Academic are primarily responsible for day-to-day communication with lecturers and are tasked that all general communications are issued to all lecturers, selecting appropriate methods according to geographic location and programme mode.

3.2 Communication with Students

The College recognizes the relevance of ensuring efficient and effective communication with learners to ensure that they have an inclusive and responsive learning experience within the College. Orientation sessions are held at the College prior to the commencement of the academic year. Class Representatives for each year group are elected early in the academic year, with responsibility as liaison officer which forms an important element of good communication.

Lecturers play an integral role in acting as a link between the College and the student body. Learners are strongly encouraged to contact the relevant Programme Co-ordinators, either directly or via the Class Representative, to raise/discuss queries or concerns regarding their programme, and are assured of a prompt response at all times.

The following elements form part of the communication procedures for students:

- A general meeting called 'Principal's Hour' held weekly with all students

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- Weekly general assembly with Principal, Faculty and students
- All programme-specific information is available in print copy in advance of the academic year, which includes timetables, academic calendar, assessment schedule, marking guidelines, practice placement requirements, student handbook. This ensures consistency and clarity of information across all centers.
- The relevant Programme Coordinator has planned meetings with students over the course of each academic year.
- All formal examinations are held in once central location to ensure consistency of examination conditions and implementation of examination regulations.
- The class representative system is emphasized during General Assembly and 'Principal's hour'. In addition, lecturers facilitate the election of class representatives in the early weeks of each academic year. A schedule of class representative meetings is communicated at the start of the academic year. The responsibilities of the class representative are communicated on the college website and a formal response is provided to all matters raised by class representatives at the Class Representative Meeting.
- Lecturers in off-campus centers are briefed on all items that may affect the student learning experience, recognizing lecturers' role as the Institute's primary representative

The Programme Co-ordinators are primarily responsible for day-to-day communication with the general student body and are tasked to ensure that all communications are issued to all students.

The effectiveness of communications to both lecturers and students is reviewed on a quarterly basis by the Quality Assurance Committee and recommendations for continuous improvement in this area are implemented on an ongoing basis by all relevant staff.

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3.3 Provision of Information about College Programmes

Information on the College's programmes are published. This includes:

- Programmes offered and award
- Accrediting Body
- Programme content
- Application process
- Entry requirements
- Assessment procedures
- Student support systems
- Access, transfer and progression arrangements
- Potential employment opportunities

The College employs a number of different media for communicating information related to College programmes:

- College website
- College Brochures and other printed marketing materials e.g. flyers
- Newspaper and radio advertising
- News features
- Participation in Conferences and Workshops
- Participation in Career Guidance Counsellor Events
- College Newsletter

3.4 Access to College Information

Documents/reports created by the College in relation to the effectiveness of its programmes and services are published on the College website. These include, but are not limited to:

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- The Quality Assurance Manual
- Student Handbook
- Lecturers Handbook
- Teaching Practice Manual
- Tracer Study Reports on Destination of Graduates

Chapter 4 Approval, Monitoring and Review of Programmes

4.1 Procedures for the Design and Development of New Programmes

The College adopts a structured systematic approach to the development and implementation of programmes/courses. The steps include:

1. Analyze institution's vision, mission and goals
2. Analyze labour market/conduct needs analysis
3. Determine levels of training
4. Establish lead groups
5. Generate standards
6. Write courses
7. Review programmes/courses
8. Implement programmes
 - A preliminary proposal is directed to the Principal, who will discuss the idea with the proposer and/or the Head of the academic unit.
 - The Academic Head assesses the proposal to establish its consistency with the College's strategic plan and mission, and the likely resource implications. If satisfied that the proposal represents a genuine opportunity that is worthy of further development, preliminary agreement to proceed is granted.

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- The proposer in collaboration with the relevant Academic Head then develops a detailed programme proposal, which would address (at a minimum) the following key areas
 - Rationale for developing the programme
 - Alignment of the programme proposal with the College's Strategic Plan and mission
 - Relationship of the proposed programme to the existing programmes within the College
 - Market demand and a profile of the proposed target market
 - Programme level, potential course content, including module titles and outline content
 - Resource implications – facilities, equipment, etc.
 - Lecturing expertise required
 - Proposed assessment methodologies.
 - Proposed timeframe for development

This detailed proposal is submitted to the Academic Board for consideration. In addition to considering all of the above areas, the Academic Board evaluation process specifically considers:

- the programme alignment with the College's objectives and strategic plan
 - the evidence of market demand, the expected course fees and the ability of the target market to pay
 - academic expertise and leadership required (if not currently available within the College, where it might be sourced)
 - potential and desirable collaborations with employers, (where relevant) and/or professional bodies
 - the implications for quality assurance and how these can be addressed
- The Academic Board provides a report on the outcomes of its evaluation. Where approval is withheld, reasons and/or recommendations will be provided. Where

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approval is granted, the relevant Academic person is tasked with initiating and managing the programme development process.

The Academic Head commences the process of assembling a team of course authors and tutors, identifying external expertise where necessary. To support the development process, the Head of Academic Board identifies a programme development team and may appoint external expert(s) to provide guidance and direction at critical stages in a programme's development.

The role of the programme development team is to manage the creation of a relevant, high-quality curriculum (on the basis of independent research and consultation with appropriate academic, professional and/or industry experts and bodies) and to identify suitably experienced and qualified staff for the programme.

- The Chairperson of the programme development team is responsible for updating the Academic Board on the group's activities. He/She is also responsible for ensuring that minutes of all meetings are maintained and available for review by any relevant group or staff member.
- The Head of Academics is tasked with compiling the programme validation documentation, in collaboration with the Quality Assurance Officer, based on the General Programme Validation Template. Particular attention must be given to the development of the programme assessment strategy, and its application to the programme. In addition, the validation document must reflect the appropriate awards standards.
- Development of a programme to be offered using blended learning technologies should specifically address the quality of:
 - The student and learning experience, including induction and assessment

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- The delivery, management and resourcing of each element of the programme, identifying specifically the blended learning technologies (if any) being applied for each module and/or stage
- For all programmes, the learning outcomes of the programmes and its constituent modules must be clearly articulated with a demonstrable alignment of assessment criteria with the intended learning outcomes. The Head of Academics submits the validation document to Academic Board for final approval.
- Academic Board considers the final document against the same criteria as outlined above, notably the precise implications for physical and human resources, as well as existing support facilities. If approved, the programme documentation is submitted to Head of Academic for implementation.

4.2 Procedures for the Ongoing Monitoring of Programmes

	Stakeholder Involved	Frequency	Element Evaluated
Student Evaluation	Students	Completion of Course	Course Content Course Delivery Assessment Facilities & Learning Environment Feedback on student progress
Lecturer Evaluation	Lecturers	Completion of Course	Course Content Course Delivery Assessment Lecturer Resources & Support
Programme Heads	Programme Coordinators	Once per semester	Physical Materials

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Chapter 5 Assessment of Students

5.1 Assessment Principles & Practice

The principles that underpin the assessment of students are derived from *Assessment Standards stipulated by the University of the West Indies and the University Council of Jamaica*.

Assessment strategies that complement the procedures governing the management and practice of assessment contained in this Quality Assurance Manual, are documented for each programme offered by the College. The documented programme assessment strategy for each programme:

- aims to ensure that the programme employs an appropriate balance of formative and summative assessment
- ensures that assessment methodologies are clearly linked to module and programme learning outcomes,
- provides a rationale for the choice of assessment tasks, criteria and procedures and identifies how fairness and consistency can be achieved across the range of tasks; in particular, it describes how the validity, reliability and authenticity of the assessment tasks and procedures can be assured
- matches the programme's assessment instruments to the requirements of the institutional grading system
- ensures that the programme's continuous assessment workload is planned and distributed in an appropriately balanced fashion
- describes special regulations that may apply to the programme e.g., promotion eligibility.

Other principles of assessment that underpin the management and practice of assessment at the G. C. Foster College are:

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- Students receive feedback on their performance which is timely and clearly related to the assessment criteria and learning communicated in the Student Handbook. Feedback is formulated and delivered in such a way as to enable students to improve their performance in future assessment tasks.
- Assessment is consistent between different examiners, and evidence of reviewing and assuring this consistency should be maintained.
- A modular system is in place to facilitate students who wish to study at their own pace by studying component modules in a structured and planned way.
- Assessment strategies are reviewed regularly and form part of the annual review by the relevant Programme Heads. Changes to same are formally approved and documented by the Quality Assurance Officer following approval and recommendation by the Academic Board.
- The distribution of assessment over the course of the academic year is planned so as to avoid a convergence of assessment or over-assessment /double-assessment across modules.
- Marking schemes are described and documented for each assessment in advance and be consistently applied by examiners and internal moderators
- To ensure that assessment and grading is fair and consistent, each module is marked initially by the module lecturer and then sample second-marked by a member of the Internal Moderation Committee or its appointee. Where there is a discrepancy between the first and second marker, the Academic Head (who chairs the Internal Moderation Committee) for that programme makes the final decision, subject to the approval of the Academic Board.
- Acts of plagiarism and collusion are actively discouraged by lecturers and examiners, and means of detecting same incorporated into submission and marking procedures. All lecturers and markers are made aware of the procedures to be applied when an incident of academic impropriety is suspected.

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- Confidentiality is a key principle underpinning the development of assessment tools and marking schemes and this is actively communicated to all faculty. Breaches of confidentiality around assessment are subject to the Disciplinary Procedure contained in the Faculty Manual.

- Assessment materials are held securely before and after the assessment takes place so as to protect the integrity of the assessment process.

5.2 Provision of Information on Assessment to Students

The Student Handbook contains information on policies, procedures and regulations pertaining to assessment. Each student is apprised of the contents of the Handbook upon induction in first year, and this is accessible on the College portal and made available for download. The Student Handbook is reviewed and updated annually.

For each course students receive a course outline which contains the specific information notably module descriptors, learning outcomes, associated assessment strategies, booklists, and assignments.

5.3 Assuring the Quality of Assessment

The key individuals and units that support the management and practice of assessment at the College are: the Head of Academic, Administration & Student Services, Programme Coordinators lecturer/internal examiner, Quality Assurance Committee, and the Academic Board.

The administration and co-ordination of the assessment process is delegated to the Head of Academics, reporting to the Principal. All associated documentation, scheduling and minuting of meetings, provision and distribution of information to examiners and moderators, the provision of information of students and other similar activities are the responsibility of this individual. This process and associated

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procedures are overseen and reviewed by the Quality Assurance Officer, while overall accountability for quality of the assessment process lies with the Principal.

5.3.1 *Head of Academics*

The following comprises a list of the major roles and responsibilities of the Head of Academics:

- Developing timetables for assessment and examination timetables
- Ensuring that all internal examiners are appraised of their responsibilities and confidentiality requirements, including assessment deadlines and deadlines for return of grades and feedback
- ensuring marking schemes/marking criteria for each assessment are documented in advance and are distributed to internal examiners
- liaise with external examiners
- provide the external examiner with all appropriate college and programme information: programme aims and objectives, programme learning outcomes, programme assessment strategies, College quality assurance procedures relating to assessment, policy documents related to assessment
- notify external examiners of the examinations schedule and calendar of meetings and events relevant to assessment
- provide examinations papers, marking schemes and solutions for proofing and comment
- provide sample scripts to the external examiner, in accordance with the sampling strategy agreed with the external examiner.
- ensure assessment briefs and examination papers are ready/printed/ distributed
- ensure security and storage of assessment related materials

5.3.2 *Lecturer/Internal Examiners*

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The internal examiner for any given module is normally the lecturer responsible for that module. He/She is expected to:

- provide the Head of Academics with draft assessment questions and marking schemes in good time, for onward submission to the External Examiner
- take account of any suggestions and recommendations made by External Examiners
- reinforce the requirements for assessment of each module
- provide support and guidance to students as they complete assessment
- provide information on the marking criteria to be applied
- provide information to students on the structure and layout of examination papers
- remind students of assessment deadlines and submission methodology
- grade student work in accordance with the agreed marking criteria and so as to examine the stated learning outcomes of the module
- draft feedback for students in line with guidelines for feedback, focusing on strengths as well as weaknesses
- take account of feedback from the internal moderation committee and engage in any review of papers and marking as deemed necessary by that group
- highlight suspected instances of plagiarism or collusion
- attend the meeting of the Board of Examiners

5.3.3 Internal Moderation Committee

The Internal Moderation Committee is chaired by the Academic VP or a designated Programme Coordinator, is and is convened at the end of each semester once marking of terminal examinations and assessments is complete. Its membership comprises the relevant Programme Coordinators, the Quality Assurance Officer and the Head of Administration (Student Services falls under the direction of the Head of Administration). The group is responsible for

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- assessing the reliability and validity of the assessment process
- ensuring consistency of marking between internal examiners

The Committee meets before the **Vetting Session** and its findings are formally reported at the Board of Examiners. The Group is responsible for sample second marking the scripts for each programme. Normally, **20%** of scripts at a minimum should be reviewed with respect to establishing if the scripts were marked in a way that is consistent with the marking scheme and the programme level. Where a significant discrepancy exists between the first and second marker, the Head of Academics enters into discussions with the two examiners to reach an agreement on the appropriate marking level. Where agreement is not reached, the decision of the Academic Head is final.

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5.3.4 *External Examiners*

For the purposes of quality assuring assessment, external examiners are responsible for ensuring that the appropriate standards are applied with regard to the standard of assessment and consequent results are of a comparable standard to other similar institutions. In particular, the External Examiner is expected to:

- acknowledge receipt of examination and assessment material and to take steps to ensure the confidentiality of all material while in his/her possession
- communicate all sensitive information relating to assessment via registered mail or other secure means of delivery
- examine and approve drafts of all key examination papers, continuous assessment tasks, marking schemes and solutions; to make suggestions and amendments as they deem appropriate
- review a representative sample of examination material submitted by candidates, on the basis of a sampling strategy agreed with the College representatives, that will allow him/her judge the appropriateness of the marking at all levels
- assess in particular the marking associated with borderline cases, to discuss same with the appropriate College representative, and arrive a decision on grades for those students
- amend assessment marks as he/she deems appropriate
- visit the College at least once in the academic year to review student assessment work
- attend appropriate meetings of the College to further review scripts and documentation provided as evidence of the assessment process.
- complete an External Examiner Report in accordance with the College template and submit to the College on an annual basis

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5.3.4.1 Appointment of External Examiner (s)

External examiners are appointed with a view to providing independent assessment of assessment adequacy in light of national and international norms. The External Examiner is a recognized independent expert in the broad field of learning and community of practice, whose qualifications and/or experience attest to his/her ability to fulfil the duties of the role outlined above. Any member of faculty may nominate an individual to the position of External Examiner. Such nominations are brought to the attention of the Head of Academics who will present same to the Academic Board for approval.

The Academic Board will ensure consideration of the need to ensure independence and transparency when appointing and external examination. Once approval is granted, the Head of Academics makes initial contact with the nominee to discuss the proposed appointment and establish his/her availability for same. Once verbal agreement on the appointment and the nature of the roles and responsibilities is achieved, the details are formally confirmed in a letter from the Head of Academic to the external examiner.

5.3.4.2 Support of the External Examiner(s)

The Head of Academic is the person primarily responsible for the support of external examiners. Where queries relate to the academic content of a programme, this person will liaise between the relevant lecturer, programme coordinators and/or Examination Coordinator, facilitating communication and transfer of assessment materials between both parties. Once appointed, the Head of Academic will provide all relevant information to the External Examiner, including:

- Information on the College, including relevant contact details
- Programme aims and objectives
- Programme learning outcomes
- Programme assessment strategies
- Quality Assurance procedures relating to assessment

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- Sample assessment briefs and marking schemes
- External examiner's report guidelines and template.

In addition to the above, the Head of Academics is expected to:

- Record the opinions of the External examiners on cases of disagreement between internal and external examiners
- Review statistics and trends regarding assessment results of programmes under consideration,
- Recommend improvements in process that would enhance the quality of the assessment process.

All communication between the College and the External Examiner is channeled through the Head of Academic, and should take place through secure means of delivery. The External Examiner is required to acknowledge receipt of all assessment material from the College.

5.4 Assessment Procedures & Regulations

5.4.1 *Responsibilities of students in respect of assessment*

Once students have been provided with information as outlined in Section 5.2, it is the responsibility of the individual student to:

- ensure all examination and programme fees are paid in advance of examination session
- confirm the final examination timetable on the Notice Board before the first examination as there may be amendments to the provisional schedule
- be familiar with all information relevant to assessments and examinations
- be aware of the date, time and of examinations relevant to him/her
- be present in the examination room 15 minutes prior to examination commencement
- obey examination and assessment regulations
- submit all examinable material by the appointed deadline
- in cases of sudden incidents e.g. bereavement, advise the Student Affairs Office of the occurrence that may adversely affect performance.

The responsibilities of students in respect of assessment are contained in the Student Handbook and are also available on the College's website.

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5.4.2 Exemptions and Recognition of Prior Learning

G.C. Foster College offers exemption for courses to applicants who have successfully completed comparable accredited learning in another higher education institute. To be considered eligible for exemption, a candidate must supply the Registrar with evidence of:

- the level of previous study (or equivalent)
- the specific content covered
- the grade attained

The credit value of exemptions awarded will not be greater than the credit value of the previous accredited learning. Where the exemption granted relates to a module that counts towards the overall result for an award, the student will have the option to decline the offer of exemption and carry out the normal assessment requirements of the module; the results of which will be put forward for the award.

5.4.3 Late Submission

The grade for any assignment or work not submitted by the assessment deadline will be given a reduced mark of 5 – 10%. This is left up to the discretion of the lecturer based on the lateness of the assignment.

5.4.4 Plagiarism and Collusion

According to the Institute's Examination Regulations, work which is not undertaken under formal examination conditions and which counts towards a Student's academic award must be the Student's own work and must not contain plagiarized material. Collusion is a form of plagiarism that can occur as a result of inappropriate collaboration during group work. Collusion involves working with others without permission from the relevant lecturer to produce work which is then presented as an individual's own independent work. Use of plagiarized material in such coursework is treated as a disciplinary offence.

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Candidates may also commit a disciplinary offence by submitting coursework which has been written by someone else. Where internal examiners agree that there are grounds for suspicion then, they will make a report to the Examination Committee who will present the matter to the Academic Board for a decision.

5.4.5. Procedures for Cases of Suspected Plagiarism and Collusion

In the first instance, an initial interview with the student will be undertaken by the lecturer/assessor and the Head of Academic (or his/her nominated representative). The Student may be accompanied at the interview by a friend or advisor. During the interview the Student's work is discussed, with the aim of determining whether the allegations are founded and if so, what will be the appropriate penalty. The Head of Academics will also decide whether the offence is sufficiently to amount to a disciplinary offence under the College's Disciplinary Regulations. For proven first offences, the mark for the coursework will normally be set to zero but, in the case of plagiarism resulting from unauthorized group work rather than straight copying, an appropriately reduced mark, other than zero, may be awarded. In all cases a record is held and reported to the Academic Board.

Should the student refute the accusation of plagiarism at this point, the matter will be referred to the Course Board and be brought to the Institute's Academic Board for consideration.

For a second offence, or one involving a project, the matter is dealt with by the Examination Committee and brought to the Academic Board.

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5.4.6 Penalties for Plagiarism and Collusion

The Academic Board may impose any of the following penalties, or a combination of same, for collusion and plagiarism:

- a. award the Student lower marks than those which he or she would otherwise have been awarded, or award no marks, for the examination or coursework in which the Student committed the offence;
- b. award the Student lower marks than those he or she would otherwise have been awarded, or award no marks, for the unit of which the examination or coursework was part, or recommend this to the appropriate Board of Examiners;
- c. award the Student a lower class of degree or other academic award than that which he or she would otherwise have been awarded or recommend this to the appropriate Board of Examiners;
- d. exclude the Student from the award of a degree or other academic award, which may be either permanent or for a stated period and may be absolute or subject to compliance with stipulated requirements, or recommend this to the appropriate Board of Examiners.

5.4.7 Examination Regulations

Examination regulations are outlined in the Handbook of Regulations for Bachelor in Education and Student Handbook.

5.4.8 Grading Schemes

Grading Schemes are outlined in the Handbook of Regulations for Bachelor in Education and Student Handbook

5.4.9 Grade Review

Procedures for grade review are outlined in the Handbook of Regulations for Bachelor in Education and Student Handbook

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5.4.10 Results & Feedback

Marks that contribute to examination results and overall grades will be disclosed to students once they have been moderated. Progress Reports are prepared each semester.

5.4.11 Student appeals

See JBTE Handbook and Student Handbook

5.4.11 Repeat Examinations

See JBTE Handbook and Student Handbook

5.4.12 Deferrals

See Student Handbook

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Chapter 6 Quality Assurance of Academic Staff

6.1 Recruitment and Selection

The recruitment of faculty at the G. C. Foster College of Physical Education and Sport is guided by curriculum needs. However the number of full-time faculty members is limited by the teacher/ student ratio stipulation by the Ministry of Education. That is, one lecturer for every fifteen students enrolled in full-time professional programmes. The complement of lecturers excludes the Principal, Vice Principals, Librarian, Placement Officer, Registrar and Guidance Counsellor.

The Principal, acting on behalf of the Board of Management, and in consultation with the relevant Heads of Department, places advertisements in the public media. The selection process usually involves the individual interviewing of each applicant by a panel, which includes a member of the Board, the Principal, HR and a senior member of faculty who should be from the subject area.

The basic qualifications for applicants at this level as stipulated by the Ministry of Education is a master's degree from an accredited tertiary institution,) and five years teaching experience. The applicant, therefore, must be a trained teacher as is defined by the Code of Regulations (Part III, Section 60). If an applicant meets this standard that applicant may be employed as a lecturer. Applicants holding other qualifications but with the necessary expertise may fill positions on the faculty but they are paid as Assistant lecturers. Such applicants for instance are those who have degrees but do not have teacher-training certification.

6.2 Part-Time Faculty

Part-time faculty members are those lecturers who are hired on a temporary basis and are given a limited number of contact hours per semester. Part-time lecturers are employed on the basis of special areas of need in the curriculum, particularly in the areas of minor offerings, or short courses such as Racquet Sports. The extra hours created as a result of the deployment of full-time faculty members according to positions of responsibility result in the need for part-

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time faculty members. The criteria for the employment of part-time faculty are the same as those for full-time academic staff in the academic subject areas, while high skill levels, professionalism and experience are necessary for the practical areas. The orientation, training and professional development of part-time faculty, are carried out within the departments to which they are attached.

6.3 **Staff Training and Development**

The College seeks to ensure that teaching staff are given opportunities to develop and extend their skills and seeks to provide teachers with an opportunity to improve their skill where necessary.

All new staff are inducted into the College by an appropriate member of the Academic Faculty, in conjunction with the Human Resources personnel. At this point, staff are provided with information that details working practice requirements common to all staff members. Lecturers are provided with the current Lecturer Handbook, and usually meet with the Head of Academic who provides an induction to the programme (including programme and module learning outcomes, programme and module assessment strategy), the role of the lecturer, the college's quality assurance procedures associated with the delivery of programmes and assessment of students.

The College in collaboration with Teachers' Colleges of Jamaica (TCJ) organizes professional conferences and workshops. All faculty are encouraged to attend conferences and workshops that will enhance their learning and development.

Specific training for staff to support programme or institute developments are organized as needed. All staff are supported by the relevant Programme Coordinators in developing skills in assessment and teaching.

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6.4 Performance Review

The purpose of procedures in this area is to ensure that teaching staff receive constructive feedback on teaching performance, to allow them identify key strengths and areas for improvement, and to agree action plans around same. Performance Review is based on a number of different feedback and evaluation techniques:

- Student Course Evaluations
- Lecturer Self Review
- Feedback from Programme Coordinators

Based on the composite feedback and evaluation from these sources, a Performance Review Report is collated and given to the relevant lecturer. A performance review discussion takes place once the lecturer has had an opportunity to review the evaluation. The review discussion can take place in person, via live meeting, or email as necessitated by the overall conclusions of the Performance Review Report. During this discussion, development needs are identified and appropriate actions to be taken to support this development are agreed. A record of this discussion is retained by the Head of Academics.

6.5 Support for Poorly Performing Staff

Staff who are not performing to the standard required by the role are notified of same through the Performance Review Discussion or at any relevant point during the academic year by the Programme Coordinators. The latter will seek to deal with the shortcomings on an informal basis, through discussion, counselling and appropriate developmental assistance. Where a subsequent improvement in performance is not evident, the disciplinary procedure outlined in the Faculty Handbook or Education Act is invoked, with a view to assisting the member of staff achieve the necessary improvements. Records of all informal and formal interventions are retained by the Programme Coordinator and/ or Head of Academics.

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6.6 Removal of Poorly Performing Staff

Any staff member who fails to meet the required standards for the position following application of formal and informal interventions (within the full scope of the regulations for Teachers) will be subject to dismissal.

Chapter 7 Learning Resources and Student Support

7.1 The Office of VP - Academics

The Student Affairs Office is supervised by the VP for Administration and is responsible for examination and student support. The team in the Student Affairs office deals with all student support areas, including admissions, registration, student induction, handbooks, timetables, assessment and examinations, complaints, and student records. The Office ensures that the query is dealt with and that the student receives a reply and any support that may be necessary. This may include liaising with other team members and academic staff where necessary.

7.2 The Learning Environment

7.2.1 *Physical Classroom*

The following set of quality guidelines must be adhered to for all classroom environments, whether on-campus or off-campus:

- The room must be of a size capable of taking the number of participants required.
- The room must be well ventilated as required.
- There must be adequate toilet facilities, as well as access for those with disabilities.
- The facilities must have the required number of electrical sockets for any IT elements of the programme.
- There should be consistency in regard to the room used for the duration of the programme.
- There must be access to projectors, other IT equipment and flip charts as required.
- Chairs must be of a suitable standard and, where requests are made for

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specific chair types, these must be addressed.

- There must be access to canteen facilities.
- All unnecessary interruptions and noise disruptions should be kept to a minimum

7.2.2 Teaching Practice Coordinator

In completing their practicum exercises, students are responsible for arranging their practice placement in consultation with the Teaching Practice Coordinator. The Teaching Practice Coordinator with assistance from the Placement Officer has responsibility for the placement of students.

7.3 Academic & Educational Support

7.3.1 Academic Guidance and Advice

Academic Guidance and Advice is primarily provided to students by the course lecturer and or coordinator. Given the relatively small class sizes at the College, direct lecturer-student interaction is generally possible and encouraged. The lecturer's role is supplemented by the Programme Coordinator for each programme, and queries and/or students are directed to these individual as appropriate. A Guidance Counsellor is in place for students and deals with queries relating to study skills, time management, preparation for assessment and examinations. This role is further supported by the respective Programme Co-ordinators.

7.3.2 Library

The library plays a key role in learning and teaching process at G.C. Foster College and provides a view of our efforts in support of the College's mission. The library is on the administrative block of the college and is approximately 2528 sq. ft. The library supports the educational process by the provision of library resources for all staff and students.

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The library is open for service from Monday to Thursday 8:30a.m to 10:00p.m, and on Friday and Saturday 8:30a.m to 4:00 p.m. and 10a.m to 3:00pm respectively.

Collection

The size of the current overall collection is roughly 25,500 physical items or pieces, representing approximately 14,500 titles inclusive of our vertical file collection. Our electronic resources which are accessible to our patrons span over 4,000 titles.

7.4 Counselling Support Service

A Guidance Counsellor is available to any learner who may wish to seek assistance in identifying a suitable counselling service for personal purposes.

7.5 Student Complaints

See Student Handbook

7.6 Disciplinary Procedures

7.6.1 Procedures to monitor, review and improve the effectiveness of Learning Resources and Student Support

The Quality Assurance Committee monitors the implementation of learner support and is responsible for the ongoing review and enhancement of such supports. Any recommendations for change or improvement are presented to the Academic Board for approval.