QUALITY FRAMEWORK

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NC IUL QUALITY FRAMEWORK: INTRODUCTION AND PRINCIPLES

UK Universities are degree-awarding bodies with responsibility for the quality and standards of their qualifications and provision. The UK Quality Code for Higher Education sets out the full range of expectations that all providers of UK higher education are required to meet. As part of this, UK Universities are expected to have in place comprehensive, transparent and accessible academic frameworks, policies and regulations that explain how they assess and award their academic qualifications. NC Italian University London's quality systems are based on a sensible and evidenced based approach to quality management, compliance, effective student engagement and the quality of teaching and learning.

NC Italian University London (NC IUL) is responsible to its students and stakeholders for the quality and standards of its academic provision. Expectations are that the University's academic standards must meet or exceed UK threshold academic standards and offer high quality learning opportunities to students. The Quality Framework incorporates all the main features of quality and standards management at NC IUL, with reference to the relevant frameworks, policies and processes where appropriate. The Quality Framework has been approved by the University's Academic Board to provide a reference point for all aspects of the management of quality and standards in the University. This document provides an overview of all the main processes encompassed by the Quality Framework.

The Quality Framework applies to all provision and engagement delivered by NC IUL and partners. The University acknowledges that responsibility for the academic standards of all awards made in its name and in partnership with the Open University and will continue to develop and improve robust quality systems to ensure all regulatory and compliance responsibilities are met and exceeded.

SCOPE OF THE QUALITY FRAMEWORK

The Quality Framework provides an overall reference point for Quality at NC IUL. It sets out the University's approach to student engagement, quality and standards, including key principles and references individual quality and standards policies, processes and procedures.

The Framework provides comprehensive information about the University's Quality systems which in turn sets out the University's expectations and requirements for practice by all staff and students in relation to compliance, quality assurance and quality enhancement.

In relation to the Quality Framework, the University also makes information on Quality and Standards available to the public as set out in the current UK Quality Code, Part C. This includes information about the University's main academic policies and frameworks, partnerships, accreditation status of its courses by Professional, Statutory and/or

Regulatory Bodies, programme specifications, assessment regulations and procedures, degrees and policies for student complaints and appeals.

This Quality Framework has been designed to incorporate changes as indicated by consultations within the QAA consultation which ended in Dec 2017 and is due for release in spring 2018. Whilst the final release and contents of the revised QAA Quality code have yet to be determined, NC IUL has incorporated key good practice elements to ensure an agile and quick response to changes.

The Quality Framework is overseen and reviewed annually by the University's Academic Board to ensure a continual process of review and enhancement of the University's approach to managing quality and standards. The Quality Framework will also be reviewed at appropriate junctures, such as the release of the updated Quality Code.

RESPONSIBILITIES

The Quality Framework has been produced for the University by Academic Quality Manager and is approved by the Academic Board. The Academic Quality Manager and Academic Board are responsible for maintaining and updating the Quality Framework and associated policies in association with the appropriate boards as detailed in the organisational chart.
Whilst the Academic Board is overseen by the Executive Board and the Board of Trustees, the Academic Board operates with autonomy in relation to academic matters.
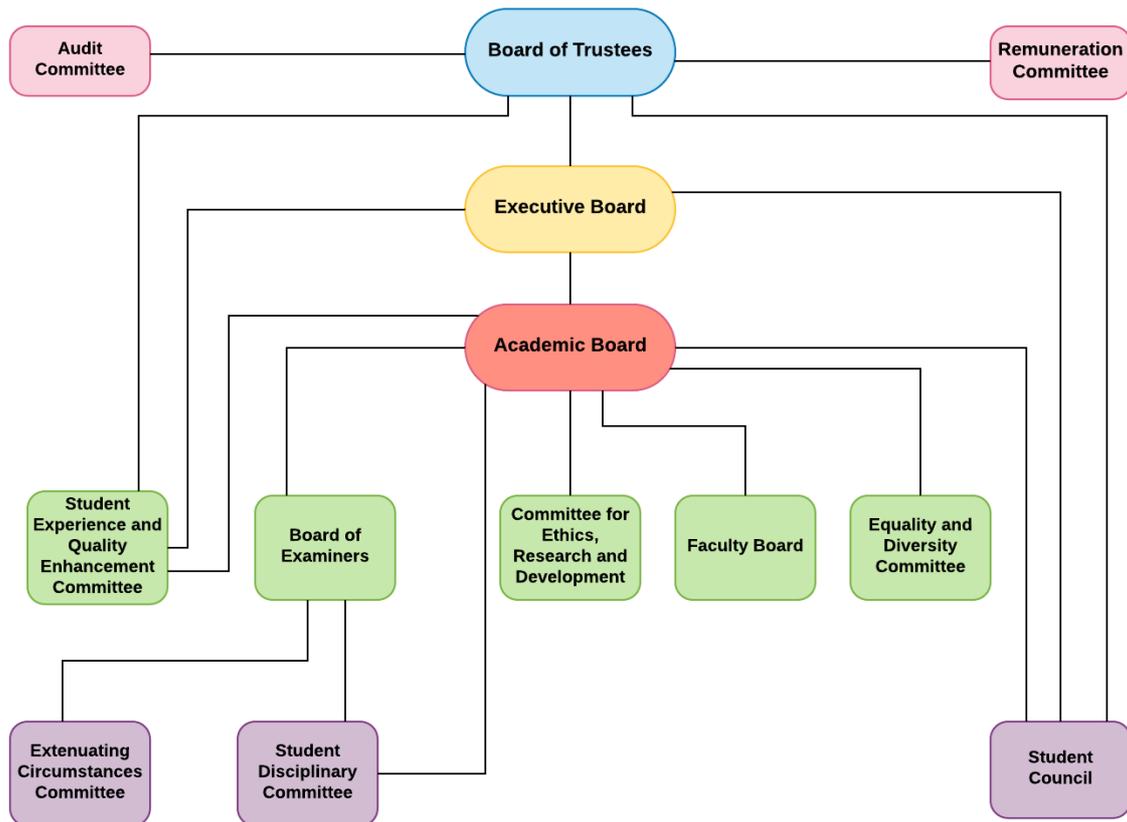
ACADEMIC GOVERNANCE: COMMITTEE STRUCTURE AND ITS RELATIONSHIP TO THE MANAGEMENT OF QUALITY AND STANDARDS

The governance and strategic decision making structure of the University includes the Executive Board, the Trustees and the Academic Board. In the day-to-day operation of the NC IUL, the Executive Board, Provost, the Board of Trustees and the Academic Board work together in a mutually supportive relationship.

The Academic Board

The Academic Board is the academic body of the University, and its academic deliberations and decisions are independent from the Board of Trustees and the Executive Board. Its principal function is protecting and assuring the integrity of academic development, academic standards, quality assurance and decision making. The duties of the Academic Board shall be:

- To consider and determine all academic matters and questions affecting the educational framework of the University, the organisation of teaching, examining, research, and courses of instruction, including matters concerning academic co-operation between NC IUL and any other body; and any other matter that may be referred to it by the Executive Board.

- To consider and advise the Executive Board upon conditions and tenure of appointment of Members of the Academic Staff.
- To elect and nominate as and when necessary Members to the Executive Board and Board of Trustees in accordance with this Statute.
- To recommend the award of degrees of the University.

In particular, the Academic Board is responsible for:

- regulating and directing the academic work of the University in teaching, examining and research;
- overseeing the quality assurance and academic standards of the academic programmes provided by the University;
- keeping under review all academic policies and academic strategies of the University overseeing the conduct, discipline and academic progress of students of the University and any legitimate complaints and appeals.

Audit Committee

The Audit Committee is responsible to the Board of Trustees for the strategy and scope of audit activity. It receives reports from internal and external auditors and takes non - executive action where required. The Committee also monitors and examines the University risk management control processes and the arrangements for promotion of economy, efficiency and effectiveness on behalf of the Board. Its Terms of Reference are to:

- Undertake the duties set out by the HEFCE, and implement accordingly the University's audit code of practice.
- Oversee the strategy, scope and nature of audit activity.
- Make recommendations to the Board of Trustees, Executive Board or other appropriate committees on matters arising from internal and external audit.
- Oversee the University's risk management, control and governance arrangements, contingency planning and related policies and procedures.
- Monitor annually the performance and effectiveness of internal and external quality measrues, and make recommendations on their appointment and re-appointment.
- Monitor and advise the Board of Trustees on arrangements within the University for compliance with legal and statutory requirements.
- Monitor and advise the Board of Trustees on their compliance as trustees with the statute and the requirements of HECFE, as well as with the Guide issued by the Committee of University Chairs and any other relevant materials published by the HECFE.
- Oversee policy and receive reports on any incident related to ethics, fraud and similar, even those considered as 'serious incident' under the charities' legislation.

- Oversee policy and receive reports related to the University's Whistle blowing procedures (Public Interest Disclosure).

Student Experience and Quality Enhancement Committee

The Student Experience and Quality Enhancement Committee is a sub-committee of the Academic Board with specific responsibilities, delegated by the Board, for the oversight of quality and standards of the University's provision.

The Student Experience and Quality Enhancement Committee oversees the operation of the Quality Framework. The Committee is also responsible for developing and enhancing associated academic policy and procedures relevant to quality and enhancement and for advising the Academic Board on all aspects of such policies and procedures, for implementation both within the University and between the University and its partners.
Its terms of reference are to:

- ensure the effectiveness of NC IUL academic quality and standards, promoting and implementing the University's quality framework as well as the effectiveness of academic governance;
- monitor, improve and develop the University framework in related areas (academic quality, student experience and engagement, research, innovation, link to external bodies and professionals);
- encourage student engagement in academic quality matters;
- engage with and disseminate external Quality Assurance frameworks (QAA);
- assure quality in academic governance procedures, committees and bodies
- make suggestions and present projects and activities to enhance students' employ-ability skills and opportunities, as well as NC IUL academic programmes, through partnerships with external bodies;
- monitor, review and implementing student satisfaction and outcomes in accordance with student feedback.

Board of Examiners

The Board of Examiners is a key part of NC IUL's quality assurance processes. It is responsible for the judgements and decisions on which the award of credit and qualifications is based. It also ensures that academic standards are appropriate and that academic procedures are followed in accordance with the regulations set down for the programme.
The Academic Board will appoint a person to chair the Board of Examiners. This Chair will be a senior member of staff, either another Faculty Dean or Associate Dean, who is not directly involved in the delivery or assessment of students on the programme.

The external examiner(s) will be present at all meetings of the Board at which progression and recommendations are made for the award of degrees, diplomas or certificates.

Student Council

The Student Council is a sub-committee of the Academic Board with responsibility for demonstrating and facilitating the partnership and collaborative working between the University and its students. The Sub-committee provides a mechanism to embed the student voice into the University's structures and operations, including those related to quality enhancement. The Council acts as a forum for the University and Students', to explore and debate issues emerging from students and propose measures to enhance the student experience and to share good practice.

- The University Students Council is an elected body representing all students.
- Representatives are elected democratically from all programmes and modes of study.
- The Students Council will endeavour to ensure that student life and educational opportunities are valued and empowered.
- It will assist with the enhancement of student life and provide support for students over a wide range of areas be it personal or social.
- It will encourage international programmes, whilst providing a friendly atmosphere for incoming international students and promoting culture and clubs.
- The Students Council elect representatives to University Boards and Committees.

Faculty Boards

Faculty Academic Boards are the main academic body in each of the University's three faculties. Each Faculty Board is accountable to the University's Academic Board for all academic matters and activities within the individual faculty. The Boards consider and advise the relevant faculty Dean on the development of the faculty's academic activities. Each Board's primary role is to consider academic policy, assure the academic quality and standards of the faculty's provision and to monitor the effectiveness of academic delivery. The Boards oversee the assurance of the academic quality and standards of the Faculty's programmes and to report to the Academic Board, and to the Student Experience and Quality Enhancement Committee, as appropriate.
Its responsibilities are:

- to report on and review all aspects of delivery of the Faculty's programmes;
- to consider the standards set and achieved by students;

- to receive and comment on external examiners' reports, student feedback and the annual monitoring reports and action plans prepared for the OU;
- to respond to matters raised by student representatives in relation to provision, opportunities for feedback and opportunities for enhancement of the students' overall experience.

Committee for Ethics, Research and Development

The Committee for Ethics, Research and Development is a sub-committee of the Academic Board actively promoting an ethical culture at NC IUL. Its terms of reference are to:

- Promote an ethical practice in all faculties
- Oversee, monitor, coordinate and communicate NC IUL's ethics policies to all staff and students. This includes providing and organising training, education and continuing professional development events to disseminate ethical policies.
- Review all staff and student research studies to ensure they meet NC IUL's ethical codes (documents in preparation). Staff and students are asked to submit their research proposals to the Ethics Committee for review, before they start a project.
- Maintain and develop excellence in research and provide high quality research training in all subject areas in relation to Quality Assurance frameworks (QAA).
- Suggest and implement strategic plans to promote research, innovation and collaboration within Faculties and external bodies and professions;
- Make suggestions and present projects and activities to submit application for research grants and funding.

Committee for Equality and Diversity

The Committee for Equality and Diversity is a sub-committee of the Academic Board actively promoting NC IUL's standards for equality, diversity and inclusion. Its terms of reference are to:

- Actively promote dignity, respect, inclusivity and equal treatment among staff and students and ensure that these principles are reflected and implemented in the NC IUL's policies and procedures.
- Annually review all policies to ensure they meet NC IUL's equality and diversity policy standards. The annual policy review will make recommendations to HR and the Executive Board.
- Oversee, monitor, coordinate and communicate NC IUL's equality and diversity policies, to all staff and students. This includes providing and organising training, education and continuing professional development events to disseminate ethical, equality and diversity policies.

Student Disciplinary Committee

The Student Disciplinary Committee is responsible for the operation and review of student disciplinary procedures relating to all areas of University activity.

The Student Disciplinary Committee will meet officially at least twice a year to discuss, review and decide on student disciplinary procedures and matters.

Extenuating Circumstances Committee

The Extenuating Circumstances Committee is responsible for the processing of Extenuating Circumstances claims received from NC IUL students. Its terms of reference are to:

- make objective, impartial decisions about the validity of extenuating circumstances claims submitted by students – it might make recommendations to Academic Board on the University's overall policy on Extenuating Circumstances
- determine the most appropriate course of action for the circumstances in hand and make recommendations to the Board of Examiners
- ensure that all claims are supported by appropriate evidence and processed in a timely matter
- ensure that the extenuating circumstance is only applied to the affected module(s), and once for each assessment
- ensure that extenuating circumstances claims remain confidential to the committee and to the Board of Examiners, and that all data relating to extenuating circumstances is stored securely
- report annually to the Student Experience and Quality Enhancement a Committee on the profile of cases received and validated to assist in institutional analyses, as well as on the efficacy of the Extenuating Circumstances regulations, making recommendations for improvement where appropriate.

The Extenuating Circumstances Committee sit independently from the Board of Examiners.

QUALITY FRAMEWORK PRINCIPLES

The principles underpinning the University's Quality Framework were revised, updated and approved by the Academic Board in March 2018, as follows:

- Robust academic standards are central to a high quality student learning experience
- Independent external advice is integral to ensuring the transparency and robustness of the University's processes in setting and maintaining standards
- Quality processes must be informed by clear risk assessment and be proportionate to the level of risk

- The quality assurance of collaborative and Associate provision will be subject to the same approach and processes as provision delivered at and by the University though these processes may well be 'strengthened' depending upon the level of risk assessed
- Quality is primarily devolved to faculties and managed at departmental and faculty level. Individual and local ownership of quality is central to the University's approach and to the management of the student learning engagement and enhancement experience. At the departmental level, course and module teams are responsible for delivery of a high quality learning experience to students. Thus the department is responsible and accountable for this to the faculty and then the faculty to the University Boards.

ACADEMIC PRIORITIES

Academic and Teaching Excellence

NC IUL aims to continually increase the quality of academic experience within our students through the sharing of best practice; comprehensive development of staff, excellence in teaching and research, excellent curriculum, encouraging teaching innovation and improved access through our distance learning and virtual learning environment. Part of the quality mechanism and framework relies upon the constant input from our students, both with what works and what needs developing. NC IUL has 6 key strands in developing these core themes.

Student Voice

Feedback is essential to ensuring the continuing success of our students. Feedback will be sought through a variety of mechanisms and at all stages of the students' programme, whether this be through the use of feedback surveys completed at induction, ongoing formative informal feedback, survey forms completed at modular activity or through the collation of the student voice from forums, Moodle platforms and student groups.

Immersive, Current and Accessible Curriculum

Many students are no longer in the position to have development and education as their primary occupation. The demands of the modern world often require individuals to balance work and family commitments in equal measure whilst studying and it is essential that access is available to students to suit the demands of this lifestyle. However, it is not sufficient just to ensure to curriculum is accessible, the subject materials must continually be adapted and developed to ensure the content remains current to the subject areas and prospective sectors in a medium that is accessible, palatable and deliverable to groups and in one on one situations.

No Barriers to Learning

NC IUL operates and is based in one of the most culturally diverse and rich environments in the world. Whilst a core belief of NCIUL is for equal and right access for all to education irrespective of social, economic or cultural background, NC IUL accepts that the perceived ability to access higher education by disadvantaged groups is evident.

NC IUL will actively promote higher education to these groups and monitor the retention and achievement rates to ensure parity with other groups on an ongoing basis, using analytics to further develop accessibility options and ensure curriculum is adapted where appropriate.

Quality of Delivery

NC IUL will deliver teaching of the highest standard. All tutors will undergo a robust recruitment and induction phase to ensure alignment with the vision and goals of the organisation. Also, regular observations by academic leads & peer assessment will be used to assess and formulate delivery, improvement and professional development. NC IUL recognises the importance of continual improvement and development of staff and is committed to staff development and excellence.

Feedback and Assessment

NC IUL will provide in depth, concise and individualised feedback, ensuring students can develop a clear understanding as appropriate of the development requirements. Students will receive holistic guidance and be able to draw on peer support and assessment which will engender a shared sense of approach to academia that will build relationships and value contributions that students make to the educational experience. Feedback and assessment will be ongoing, consistent and beneficial to progression within the chosen area, conducted formally, informally, formatively and summatively and of high quality.

Welfare and Sustainability

NC IUL will also provide support in employability skills applicable to the chosen field, enabling students to develop a rounded approach in a vocational setting.

Students will be empowered to create a future of sustainable development and progression, leading to self-sufficient continuous progression, development and employment.

KEY MEASURES OF SUCCESS

NC IUL will measure the key successes of the above strategy using key performance indicators. The key performance indicators are not a measure of success from a purely business sense, but measures to assess the success of student engagement, retention,

achievement and progression, including those from a harder to reach disadvantaged background.

- Student enrolment numbers in line with the strategic plan. Also, student numbers represent local BME population appropriately and show parity with non BME students.

- Retention and success rates exceed comparable establishments and delivery mode (face to face, distance learning) and show parity between BME and non BME groups.

- Progression into sustainable employment exceed comparable establishments and delivery mode and show parity between BME and non BME groups.

- Results of student feedback exceed comparable institutions as appropriate for delivery mode using https://unistats.ac.uk/Compare-Courses as a benchmark.

- Quality of Teaching and Learning to be assessed as at least good.

OBSERVATIONS OF TEACHING AND LEARNING

The most important requirement is to continue to further improve the standards of student related processes we provide at NC IUL in order to inspire our students to achieve their potential, and, in turn, improve achievement, engagement and stakeholder satisfaction. Observations of teaching and learning aim to improve staff morale through the use of a professional, developmental observation model where good practice is identified and shared and a supportive improvement strategy is available to enable and empower staff at NC IUL to be the best that they can be.

The value of an observation is in the feedback and the value of the feedback is in the actions for improvement which result from it. If nothing changes as a result of an observation then an opportunity has been missed to identify good practice, discuss and address issues and raise delivery standards across NC IUL.

Our customised observation of key student processes demonstrates NC IUL's robust, self-critical culture and aims to be rigorous, comprehensive and able to withstand external scrutiny and judgement whilst providing accurate self-assessment evidence.

The focus is firmly on continuous improvement in all student related processes. Collaboration between the observer and observee is essential to developing a meaningful level of growth and a more collaborative professional atmosphere. The goal of the observation is to drive-up standards by providing leadership and expecting excellence.

Aim

NC IUL aims to ensure that observations contribute to the creation, and forms part of a culture of, reflection and continuing commitment to professional development.

Objectives

The observation process will:

- Provide confirmation that learning and progression is happening;
- Confirm that students at NC IUL receive high quality learning and developmental experiences;
- Support staff to improve their approaches to delivery;
- Identify and enable the sharing of good practice;
- Provide evaluative information regarding the quality of the student journey;
- Enable the improvement of key student processes; and
- Inform self-assessment.

Implementation

Observations of teaching and learning are integrated within NC IUL's quality cycle. It is, therefore, one component part of the wide range of quality assurance and improvement processes NC IUL is committed to successfully implementing. It is based on the belief that NC IUL wishes to provide the best possible experience for students and staff and that it will contribute to the promotion of a critical self-evaluation culture within the business.

New observation documentation has been developed for completion of observations to summarise key strengths/areas for development that will be used to share good practice and highlight staff development needs.

Process

The Observation of Teaching and Learning methodology signals the NC IUL approach to the observation of key student processes incorporating four parallel developmental processes as follows:

Formal Observations

All delivery staff are entitled to, and should expect, a formal observation each year to support them in reflective practice, identification of strengths and development planning. Formal observations are ungraded; with 48 hours' notice given of the process to be observed and the name of the observer.

Formal observations will be undertaken throughout the contract year by NC IUL's team of trained observers. Scheduling of observations will be front-loaded as far as possible to provide time for good practice to be shared and development needs to be met.

NC IUL may choose to observe proportionate to risk and as a result of data analysis.

All new members of the delivery team will be observed at least twice during their first year of employment, with the first observation taking place within 8-10 weeks of their start date, irrespective of whether they are already professionally qualified and/or experienced practitioners.

Formal observations will be captured via an approved NC IUL template and will concentrate on strengths, areas for development, and the resulting action plan. The actions will be monitored closely by the observees' line-manager and a re-observation should take place to ensure that the skills targeted have been developed (see section 5 - Post Observation Development).

If a member of staff is told that one of their processes will be observed and for some reason it does not take place, then they will be advised of this at the earliest opportunity. The individual will then discuss and agree when the next observation is likely to take place.

In addition:

- Prior to the observation, a meeting will take place between the observer and the observee to set out the context of the process to be observed and expected outcomes of the session.
- A formal observation will last approximately 50 minutes
- The observer should be introduced to the student(s)
- Observers should be as unobtrusive as possible and display neutral body language
- Observers must take no part in the process under observation unless they need to intervene as a result of a health and safety issue
- The observer can, without disrupting the session, talk to the student(s), gather their opinions and look at their work (if applicable) at appropriate times during the session
- Following the observation, observers will facilitate a two-way developmental conversation which explores how strengths can be used more widely and agree actions to improve less effective practice. This should take place immediately following the observation subject to the availability of the individual being observed
- A written report, including the agreed action plan will be sent to the member of staff and their respective line-manager within one week following the observation.

Peer Observations

Peer observation should be approached as an opportunity for staff to help each other collect information that would be useful to them and which they could not obtain on their own. Rather than viewing peer observation as an evaluative procedure, staff should see themselves as co-researchers collaborating for each other's benefit.

Prior to each observation, the two members of staff will meet to discuss the nature of the process to be observed, what to expect, the profile of the student(s) and any problems that might be anticipated. This discussion should take no more than an hour, since many members of staff will be covering similar processes / topics with their students.

The member of staff being observed will assign the observer a goal for the observation and a task to accomplish. The task will involve collecting information about some aspect of the session, but will not include any evaluation. The two members of staff should agree upon observation procedures to be used during the session and arrange a schedule for the observation.

Following the observation, the two members of staff should meet as soon as possible after the session. The observer reports on the information that has been collected and discusses it with their peer. The observer will record the date of the observation and the names of the observer and observee on a peer observation record form.

Post-observation development

Observers will make an assessment of staffs' development needs on the basis of the process observed and the post observation discussion. The following categories of 'development pathway' will be applied:

• Independent and Contributing;
• Supported Development;
• Intensive Development

Independent (and Contributing) Development

Staff will independently manage their own development through seeking and accessing development opportunities sourced either internally or externally. Staff are encouraged to facilitate and contribute to development of others through leading workshops, team meetings or other methods of sharing good practice including allowing others to peer observe.

Supported Development

Normally, a observation will be carried out by the same observer who conducted the original formal observation to assess progress being made with identified areas of development following the previous observation. Development needs will then be

reassessed. If it is felt that the member of staff requires further intervention in order to address their development needs, then this must be recorded on the action plan and the observees' line-manager informed. These may include:

- support for development from the manager and/or other team members
- directed attendance at professional development workshops
- directed peer observations
- 'light touch' support from the quality team with discrete elements of practice.

A trained observer will carry out a further formal observation with re-evaluation of summary judgements and development pathway to assess progress at a later date; normally within 8 - 12 weeks following the first formal observation.

Intensive Development

This development pathway will normally be invoked if the member of staff has a significant development need in one or more of the following areas (but not restricted to):

- session management and organisation;
- interactive teaching;
- variety of teaching and learning styles;
- planning and organising for instruction;
- implementing instruction;
- monitoring student progress and potential;
- professionalism;
- subject knowledge;

The observee's line-manager may request 1-2-1 development support from the Faculty Dean or Associate Dean. A detailed action plan will be drawn up and may include external support if appropriate.

Staff awarded an intensive development pathway will be re-observed within 2 - 4 weeks. N.B. should a further intensive development pathway be awarded then this may result in the capability procedure being invoked.

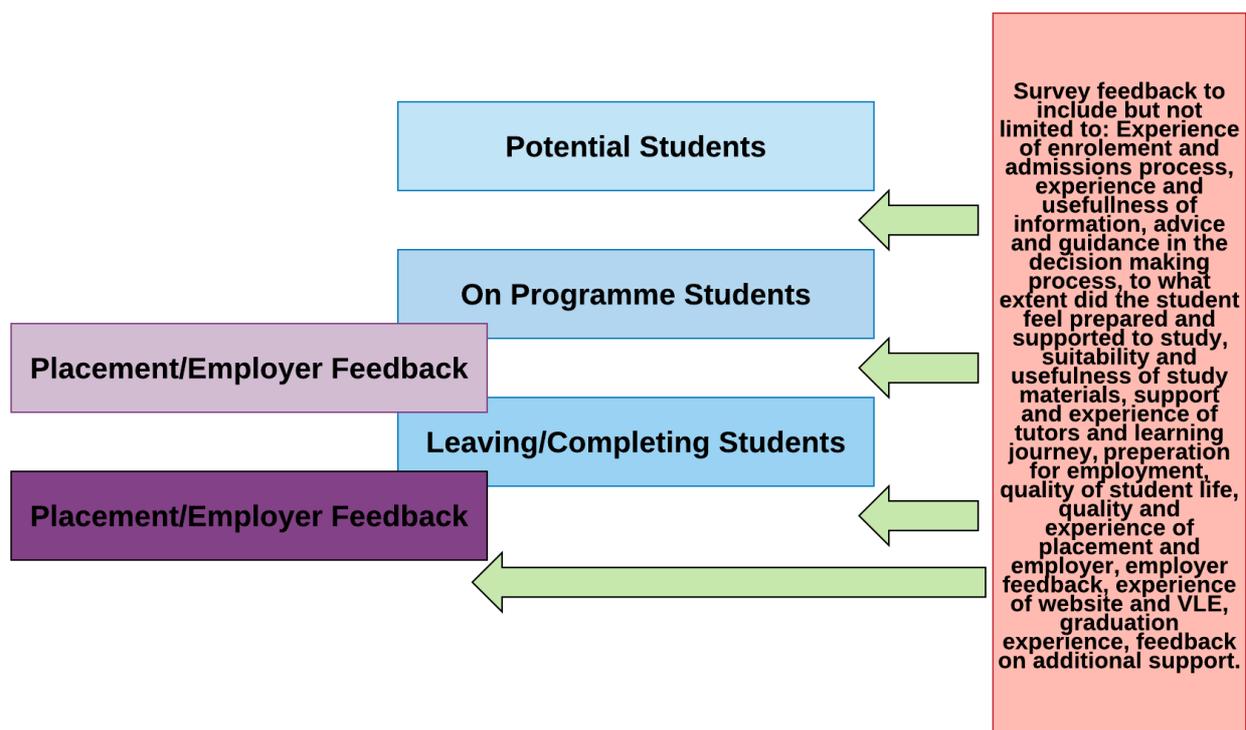**UNIVERSITY STANDARD ASSESSMENT REGULATIONS AND PRACTICE**

All courses for which the University is responsible are subject to the Standard Assessment Regulations that set out the requirements to be met by students for all taught academic courses. Courses may be delivered solely by the University or through arrangements with selected and approved associates, including both face to face and distance learning modes.

The University publishes a wide range of policies and procedures relating to the Standard Assessment Regulations and other associated polices and processes. The documents can found on the University's website, together with Student Terms and Conditions, policies and procedures for Student Complaints and Appeals and the University's Standard Academic Calendars.

STUDENT AND EMPLOYER FEEDBACK

NC IUL will conduct a vigorous and cyclical approach to feedback and implementation throughout the lifecycle of the programme. Feedback on all stages of the student journey will be sought, to enable NC IUL to review and develop the programmes, student engagement, employability preparation and student life. The review of results will inform departmental board actions and reviews and will feed into reports submitted to the Academic Board. The Academic Board will incorporate these reviews and reports in the annual Self-Assessment Report and on-going Quality Improvement Plan.

Potential Students

On Programme Students

Placement/Employer Feedback

Leaving/Completing Students

Placement/Employer Feedback

Survey feedback to include but not limited to: Experience of enrolement and admissions process, experience and usefullness of information, advice and guidance in the decision making process, to what extent did the student feel prepared and supported to study, suitability and usefulness of study materials, support and experience of tutors and learning journey, preperation for employment, quality of student life, quality and experience of placement and employer, employer feedback, experience of website and VLE, graduation experience, feedback on additional support.

ASSURANCE AND OVERSIGHT OF QUALITY AND STANDARDS

Annual Reporting on Quality: Self-Assessment Report

In addition to the annual review reports generated at module, course and faculty level, the NC IUL completes a a Self-Assessment Report, from which a Quality Improvement Plan is produced. The Self-Assessment Report is produced annually with input from the various mechanisms, and critically analysis NC IUL from a variety of aspects,

including management, student engagement and enhancement, achievement and progression, welfare of students and welfare and performance of staff using an evidenced based approach. The Self-Assessment report is used to develop a Quality Improvement Plan, which is used as a live action plan to continually develop and enhance both the student engagement and enhancement experience and the practice of NC IUL as a whole.

The Self-Assessment report will

- fully reflect the work of NC IUL with judgements on how well we did;
- be the result of the quality improvement procedures and their findings that NC IUL have in place;
- have institution wide involvement and input;
- include views of 'users' of services such as students and employers;
- include the views of a variety of stakeholders such as associates;
- use all available data that can inform on key performance and impact on students;
- say how NC IUL has addressed any weaknesses ;
- make judgements that can be demonstrated and evidenced;
- promote continuous improvement by the Self-Assessment Report being the basis of an overall quality improvement plan;
- be referenced in the strategic plan to show how NC IUL will assign resources to maintain strengths and move other areas towards becoming strengths, as well as monitoring progress towards meeting new strategic objectives.