RESOURCE COLLEGE

QUALITY ASSURANCE POLICY

Resource College Quality Assurance Policy

Introduction

Resource College,RC, is committed to delivering high quality Technical and Vocational Educational Training programme that produces graduates capable of contributing meaningfully to global development and Eswatini in particular.The Quality Assurance (QA) Unit plays a pivotal role in improving the quality of Resource College educational offerings. It focuses on enhancing inputs, processes, and outputs to ensure the following values;

- Integrity
- Excellence
- Accountability
- Diversity
- Innovation
- Respect
- Safety

Structure of the Quality Assurance Unit

The Quality Assurance Unit is an integral part of the Director's office and headed by

the Internal Quality Assurance Officer.The IQAO is complimented by other staff members as follows:

-Head of Engineering Studies

-Head of Business Studies

-Programs Coordinator

Objective of the Quality Assurance Unit

The QA Unit is tasked with establishing cyclic processes that promote quality enhancement through self-criticism and self-reflection. Its objectives include:

- Developing a Quality Assurance policy
- Monitoring the implementation of the RC's strategic plan.
- Contributing to the achievement of educational goals and a conducive learning environment.
- Ensuring performance processes across the University are appropriate and relevant.
- Identifying strengths and weaknesses in instruction and training.
- Supporting systematic efforts for quality assurance and improvement.
- Periodically evaluating the quality assurance system.
- Coordinating student evaluations and staff assessments.
- Encouraging self-assessment among teaching staff.
- Managing internal and external program and institutional assessments.
- Organizing capacity-building activities such as seminars, workshops, and conferences.
- Formulating strategies, policies, and guidelines for academic quality assurance.
- Monitoring, reviewing, auditing, evaluating, and continuously developing quality assurance strategies and procedures.
- Providing administrative support for quality assurance at all levels.
- Advising on program and course approval and development.

Expected Outcomes

Successful implementation of QA activities is expected to yield several outcomes, including:

- Improved student performance and learning success.
- Enhanced work performance of Teaching and support staff.
- Increased transparency and stakeholder confidence.

- Improved competitiveness with other higher learning institutions.

- Management by processes and facts.

- Continuous learning and quality improvement.

- Better quality of graduates.

- Feedback from clients and consumers.

- Positive changes in staff attitudes and behaviors through sensitization

  workshops.

- Improved work ethics.

Sustaining the Culture of Quality

The culture of quality will be sustained by:

- Sensitizing staff at all levels.
- Internalizing quality throughout the college, encompassing service units,

  teaching, research, and extension.

Principles Underpinning Quality Assurance

The principles on which quality assurance are built in the college are developmental,

to ensure continuous improvement through the involvement of all relevant parties
within and outside the college.The work of the Quality Assurance Office and, indeed
quality assurance across the college, rests on several principles:

- Quality assurance and enhancement are developmental and are part of

the college's strategy for ensuring the highest quality learning, teaching,

curricula, research and academic operations and standards of the college.

- Quality assurance and enhancement are collaborative and cooperative.
- Quality assurance and enhancement are empowering and involve all areas

of the college, parties and stakeholders.

- Quality assurance and enhancement are designed to meet internal and

external approval, accreditation and recognition requirements.

Supporting Procedures

The Quality Assurance procedure is seen in the context of long-term strategic plan which is broken down into action plans. It will cover the College's Strategic Plan and any general programme that will help sustain good practice. It includes a range of appropriate strategies and a range of different people working in the College community. It involves data collection, recording and reporting to College Administration.

The long term plan will ensure that all aspects of policy and planning (work plans) of each department are monitored and evaluated regularly. This will provide the details of our action plans for monitoring within the College Improvement Plan. We also recognize the need for flexibility; as such Resource College would need to analyse and respond to actions/suggestions from external monitoring visits such as ESHEC. Quality instruments for Monitoring and Evaluation shall be developed and used regularly in our operation to ensure improvement. A monitoring schedule shall be developed and published at the beginning of each tri-semester for members of the College to be aware of their responsibilities and the time scales for monitoring. The College Quality Assurance procedures shall either be internal or external or both.Resource College follows both the internal and external Quality Assurance Procedures.

External Procedures

The external Quality Assurance procedures refers to activities of external stakeholders such as Eswatini Higher Education Council who set up the quality standards to be complied with. In addition, there is Umalusi Council for General Education in South Africa who accredits the basket of programmes offered by Resource College. Umalusi monitors quality of the programmes including their delivery and examinations.This is usually done each semester for busines studies and Trimester for Engineering studies.

Internal Continous Assesssment Tests(ICASS) is a umalusi Quality Assuramce policy that is implemented to assess students' readiness for the final examination.

ICASS is split in to two action plans for both Engineering and Business Studies;

- **TEST 1**-30%
- **TEST 2**-70%

The conditions to qualify for the final examinatiom are;

- Minimum ICASS mark from the two Tests:40
- Minimum 80% class Attendance

Resource College Students are assessed by by UTECH through ICASS Tests by preparing,invigilating and marking of all the scripts.

Internal Procedures

Resource College has its own internal monitoring tools and shall include among others;

- Internal quality assurance mechanisms shall be continuous and departmentally generated.
- Conducting of tests, assignments and examinations.
- Students practicals and industry attachments
- Classroom teaching and learning
  As part of the effective Internal quality Assurance Procedure,the following are conducted;

Resource College conducts Three(3) internal Assessments Tests to semester students and Two(2) Tests to Trimester students before sitting for the External Internal Assessment Tests conducted,invigilated and marked by UTECH.A recommendation is made to the student not to register for the final exam who does not meet the minimum mark decided upon by the academic committee from the three Tests but proceed and attempt the next trimester.

Lecturer Performance Assessment

Lecturers are continuously assessed through the proper use of pace setters and

lesson plans which are checked by Programs Coordinator and verified by the Director. Log in time sheets are integral part of Lecturers performance Assessment. Score sheets for each assignment and or tests are also part of the assessment. As per Umalusi requirement every lecturer must have in place a lecturers file or folder and available at all time with the lecturer during the time of teaching.

The file must consists of the following, CV, Timetable, Pace setters, Lessons plans, Assignments, Score sheets, Code of conduct for lecturers, Class register, Subject Syllabus including Assessment schedules for students.

Pace Setters

This is a guideline that defines the structure and content. The Pace setter is an interpretation and is used as a guide throughout the Course to monitor progress against original plan.

Lesson Plans

This is a detailed guide for teaching a lesson. It is a step by step guide that outlines lecturer's objectives for what the Students would accomplish for that week creating a lesson plans involves certain goals, developing activities, and determining the material to be used.

The folder containing the pace setters,lesson plans is part of the critical tool that is inspected by the IQAO

Student Feedback

Students' evaluation of their learning experience is an integral and necessary component of any quality assurance system as adopted by the college as it allows the

institution to evaluate how its service provision is viewed by its most important group of stakeholders,namely, its students. Besides providing them with an opportunity to comment on the quality of courses, feedback ensures that lecturers are made aware of problems perceived or encountered by students and affords an opportunity for tutors to conduct self-evaluation and introspection for improvement.

In each semester, students are invited to give feedback on the whole college processes

including teaching and courses for instance. The main issues highlighted during any

feedback exercise are communicated to the Director and any urgent/serious matters are

discussed as management to find solutions.

Staff Feedback

In order that the College is better informed of what resources (human) are available,

and how these are being utilised, members of the academic staff are each year asked to confirm details pertaining to their lecturing activities for the academic year in question.

This exercise is intended primarily as a management tool for Heads of Department to enable them to make full use of available resources, provide for equity amongst staff and to ensure that the necessary resources to deliver programmes are available while, at the same time, taking into consideration the other needs which permit staff and their students to enhance the research profile of their department.

Periodic Programme Review

All departments and other academic entities within the College which provide teaching

services are required to undertake a review, which essentially involves an evaluation of the complete portfolio of taught programmes on offer. This process is an important

aspect of the College's quality assurance procedures, and serves to ensure that programmes on offer are and remain of acceptable quality, appropriate

academic standard and relevant to the needs of society.