

QUALITY ASSURANCE HANDBOOK

In the pursuit of continuous improvement and development, we have put together a set of quality perspectives and goals. The main building blocks for the Abbey Road Institute Quality Assurance are the following:

- The ARI-Amsterdam Quality Framework
- Strategic priorities with key strategies and performance indicators
- Assessment Tools
- Commissions with their tasks and responsibilities

The ARI-Amsterdam Quality Framework

The ARI-Amsterdam Quality framework comprises five areas with the following focus: PDCA, education and examinations, teaching learning environment, quality management and internal and external data collection. The framework is congruent with international quality standards, including the NVAO framework. Below are the five areas with associated topics.

1. Teaching and learning quality

Student admission and progress; Student satisfaction; The Student Voice; Assessment; Plagiarism;

2. Provisions for the teaching and learning support

Decision-making processes (resources to support core functions for Teaching & Learning); Student counseling (Learning Support); Library and Learning Environment (Library & Learning Resources); Support services (Organizational Support Services); Allocation of resources;

3. Attention and commitment to continuous quality improvement

Policies; Quality Assurance system; Data collection; Systematic reviews and evaluation; PDCA cycle

4. Public Information Controls

Student information life-cycle; brochures; website; Facebook (and other social media); Public data.

5. Institutional and educational goals

Accountability; Risk management; Standards

Strategic priorities with key strategies and performance indicators

The highest overall priority proposed for the next five years is to create faculty excellence. We want our teaching and coaching practices to be of the highest quality achievable. In order to do so, we believe in allocating resources to the programmes that are identical to what students will find in the field after they graduate. We also aim to solely have teaching staff that is active in the field, thereby making our programme the closest to real-life as you

can get. These emphases can and should be pursued with a parallel focus on enhancing the teaching of our students.

In the context of these overarching priorities, the plan proposes four strategic initiatives over the next five years:

1. Training students in achieving industry-level skills
2. Leveraging our global network for students, staff and the Institute
3. Excellence in teaching practices and resource allocation
4. Attention and commitment to quality, efficiency and continuous improvement of all our activities.

Evaluation instruments

Student survey at the end of every term (appendix 1)

Responsible: Director of Education

Purpose: Evaluation of the education. Monitoring of the quality of education of the specific term.

Roles:

- Managing Director: Jasper Derksen
- Director of Education: Robin Reumers
- Student counselor: Milou Derksen

Tasks:

- Managing Director: initiate survey, prepare in the LMS, report the results, informing students about the result
- Director of Education: Prepare and run the panel, prepare improvement plan = Plan&Do

Goals: 90% satisfaction

Participation: goal is 80% of the students.

Result: Improvement plans will be discussed in the panel discussion. Students will be informed about the results.

Student panels, during week 10 of every term

Responsible: Director of Education

Purpose: Evaluation of satisfaction in the current term of the programme. Share information about improvements that have already been taken.

Roles:

- Managing Director: Jasper Derksen
- Director of Education: Robin Reumers
- Student counselor: Milou Derksen
- Possible frequent lecturers
- Students

Tasks:

- Managing Director: run the meeting and gather feedback.
- Student counselor: take notes to be distributed to all students after the meeting.

Participation: goal is 80% of the students. Will be done after class.

Result: Get more firsthand feedback from students about the quality of their current programme.

Anonymous complaints area

Our Learning Management System has the option for students to submit anonymous messages. Students can use this to voice complains without specifying their names.

Research via Alumni

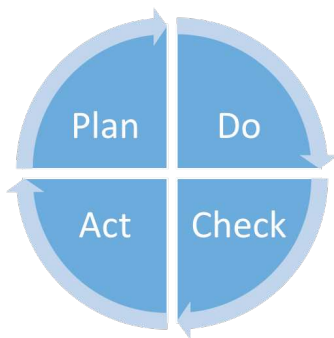
Our goal at Abbey Road Institute is to inspire lifelong learning. So we will host workshops that alumni can attend to.

Teacher satisfaction

For the systematic tracking of teacher satisfaction, we will develop a teacher satisfaction survey. This will be taken once a year.

Quality Cycle

The quality cycle at program level through a course lasts 12 months and coincides with the launch of a new program in September of each school year. When changes in the curriculum are made, the following steps are taken:



Sept.- Dec .: start of the programmes of the current year (Do)

January - Mar.: reviewing current programmes (Check)

April - May: discussion of evaluation findings (responsibility Director of Education) (Act)

May-Aug: implementing innovations in the program, adaptation of all documents (Plan)

Sept.- Dec .: start of the programmes of the new year (Do)

Review structure

Since the base of our curriculum is globally managed, we're mainly responsible for carrying out changes to the programme, not creating them. On a local level, we can of course improve the way the programme is being taught and implemented. That said, we will also provide feedback about the curriculum to the global programme committee based in London, so they can take it into account for the next iteration.

Complaints Policy

Abbey Road Institute Amsterdam encourages students to raise concerns, questions and problems promptly and responsibly. Prompt expression of concerns directly with the member of staff involved will normally lead to a quick and satisfactory informal resolution of most issues. This should always be the first method by which students attempt to deal with any concerns.

The Institute seeks to resolve students' complaints as near to their source as possible and believes that most are capable of resolution without recourse to formal procedures. To this end, staff will make every reasonable effort to deal promptly and efficiently with all concerns and complaints brought to their attention.

Nevertheless, the Institute recognizes that these stage one, informal, frontline mechanisms may not always lead to a satisfactory resolution of concerns raised, and has, therefore, adopted the procedure which is explained below.

The Institute assures all students that reasonable complaints and criticisms are normal and perfectly acceptable in a responsible education institution, even if this means questioning authority. Students will not be blamed for raising legitimate concerns. However, the Institute is prepared to defend its staff against spurious complaints, particularly those of a serious nature, which can affect the professional reputation of individuals. Disciplinary action will, therefore, be taken if a complaint is shown to be frivolous or vexatious.

A complaint can be defined as any expression of dissatisfaction with any service or lack of service provided by the Institute to which a response is reasonably expected, and in respect of which the informal approach has not produced a satisfactory outcome.

The Institute recognizes that there are different sources of complaints (eg academic educational matters, academic administrative matters, academic support services, non-academic support services). Nevertheless, to avoid confusion, the Institute has established a single complaints procedure. However, account has been taken of the need for individual treatment of each complaint by establishing different responsibilities within the procedure.

Objectives

The Institute will make every reasonable effort to deal promptly and efficiently with all complaints. All complaints will be judged on their individual merit and will be dealt with in confidence, unless the complainant has clearly indicated otherwise. All complaints will be thoroughly and objectively investigated and will be treated equally regardless of their status and will not be treated adversely as a result of their making a complaint.

Procedure for dealing with formal complaints

If a student considers that he/she has cause to complain about any aspect of the Institute's provisions/services he/she should submit the complaint to the Managing Director.

It is normally expected that students will raise a concern with front-line staff, with a view to resolve the matter quickly, under the informal mechanism before raising a formal complaint.

All formal complaints must be summarised in writing and submitted in writing to the email address: amsstudentcomplaints@abbeyroadinstitute.com.

Each complaint will be dealt with confidentially and copies of each complaint and its investigation will be gathered and kept for a period of 7 years. Complaints will be handled within 20 days after the receipt of the complaint. The final decision rests with the Managing Director.

Appendix I: Survey Questions

Programme

- **I am supportive of the general concept, content and structure of the study.**

I Strongly agree

I agree

Neutral

I disagree

I strongly disagree

- **I am acquiring knowledge and skills that I need for my career.**

I Strongly agree

I agree

Neutral

I disagree

I strongly disagree

- **The pace of the study is appropriate.**

I Strongly agree

I agree

Neutral

I disagree

I strongly disagree

Learning & Teaching

- **Theory lectures are sufficiently in-depth.**

I Strongly agree

I agree

Neutral

I disagree

I strongly disagree

- **Where possible, theoretical content is put into practice.**

I Strongly agree

I agree

Neutral

I disagree

I strongly disagree

- **The theory exams are of appropriate level.**

I Strongly agree

I agree

Neutral

I disagree

I strongly disagree

- **There is enough time for exam preparation.**

I Strongly agree

I agree

Neutral

I disagree

I strongly disagree

- **There is enough feedback after an exam.**

I Strongly agree

I agree

Neutral

I disagree

I strongly disagree

- **I feel that the practical assignments are useful.**

I Strongly agree

I agree

Neutral

I disagree

I strongly disagree

- **I can obtain guidance and support when I need it.**

I Strongly agree

I agree

Neutral

I disagree

I strongly disagree

- **How much time per week on average, including lessons and practical time at Abbey Road Institute, do you spend on the course?**

10hrs

20hrs

30hrs

40hrs

50+ hrs

General

- **The local administration/management is well organized and approachable.**

I Strongly agree

I agree

Neutral

I disagree

I strongly disagree

- **There is a pleasant atmosphere in my class.**

I Strongly agree

I agree

Neutral

I disagree

I strongly disagree

- **The Institute offers good value for money.**

I Strongly agree

I agree

Neutral

I disagree

I strongly disagree

- **At this point in your study, are there topics you would like to see added or deleted to/from the curriculum?**

Comment field

Facilities

- **There are sufficient practical facilities.**

I Strongly agree

I agree

Neutral

I disagree

I strongly disagree

- **The practical facilities are appropriate and well-maintained.**

I Strongly agree

I agree

Neutral

I disagree

I strongly disagree

- **I had sufficient access to the facilities required to complete the assignment(s).**

I Strongly agree

I agree

Neutral

I disagree

I strongly disagree

Teacher Evaluation

PLEASE NOTE: Your answers will be kept in strict confidence and be used for internal evaluation purposes only.

- **Name. Subject knowledge | Approachability | Punctuality | Lecture preparation:**

Excellent – Good – Fair – Poor – Very poor – No answer