BATQI Code of Practice

(The *Code of Practice* was adopted by BATQI at its AGM on 25th February 1994.)

The frameworks for the specification of quality at levels 1 and 2 were accepted at the 1999 AGM. All aspects of the *Code of Practice* should be read in conjunction with the frameworks and detailed specifications interpreted accordingly.

1. Publicity, Advertising and Pre-course Information
- advertising and promotional materials give a clear and truthful account of courses offered
- adequate course documentation, describing the goals, scope, nature and procedures of the course, enables participants and other stakeholders to make informed decisions about enrolment or contractual agreements
- before enrolment, participants and/or sponsors are provided with clear details of course fees, including any deposits required, and their rights in the event of cancellation, curtailment or deferment

2. Selection and Admission of Participants
- the course has entry requirements to ensure that participants will be satisfactorily qualified and experienced to benefit from the course and to meet the standards for qualification
- there are effective procedures to assess prior learning and experience in relation to entry requirements
- entry requirements include English language competence where appropriate and diagnostic procedures ensure that participants can benefit from the course
- the admissions policy is consistent with equal opportunities statements or "access" statements within the institution

3. Statement of Purpose
- the course has a set of goals which serve to guide its content, procedures and evaluation
- the goals relate to an appropriate specified level of achievement
- the goals are consistent with statements about course process and assessment
- the goals of the course are documented and available to participants, teachers, sponsors, administrative staff and other relevant stakeholders.

4. Course Process
- teaching is informed by sound, appropriate and up-to-date methodological principles
- a variety of teaching methods are experienced by the participants e.g. workshop, discussion, input
- there is an appropriate balance of taught sessions and independent learning
- there is a sensible sequence of learning for a participant throughout the course

5. Course Structure and Content

- the model of course design is consistent with the goals of the course
- the course content, whether prescribed or negotiated, is relevant to the future professional aspirations of participants and to knowledge and skills with which they wish to leave the course
- decisions about class contact hours, intensity, class size, workloads etc. are consistent with the course objectives and the needs of participants and sponsors
- the various components of the course fit together for the participant to provide a coherent and balanced programme
- the course facilitates a manageable level and pace of learning in the participants

6. Progress and Assessment

- there are procedures through which participants get feedback about their progress
- participants are assisted in improving their strategies for learning and the quality of their work e.g. through tutorials, independent learning syndicates
- a system for valid and reliable assessment is specified, maintained and reviewed periodically in line with changing goals and course design
- assessment procedures are consistent with the goals of the course
- a range of assessment methods is used
- coursework and examination are linked and sequenced clearly for the participants
- there is an effective appeals procedure for candidates who dispute assessments or examination results
- participants' achievements are recognised through certification

7. Course Administration

- there are satisfactory structures and procedures to deal with course recruitment, admissions, monitoring of progress and assessment, and grievance
- clear and effective two-way lines of communication exist between course administration and participants
- effective lines of communication exist between members of the staff team
- accurate records are maintained of participants' progress, assessment and achievement and available to relevant stakeholders
- certification of various kinds is provided for participants

8. Staffing

- all staff members have appropriate qualifications and experience
- staff resources are sufficient to deliver the course effectively
- conditions of service for staff are fair, respect local labour agreements, include grievance and disciplinary procedures and encourage motivation, continuity and teaching effectiveness
- sufficient time is allowed for academic management of the course

- there are support staff to provide guidance for the use of learning resources, academic and personal counselling, extra-curricular activities etc.
- there is a systematic review of staff development needs
- there is adequate provision for staff development
- staff experience and expertise is engaged in decision making processes about course structure and procedures
- there are appropriate procedures for the induction of new staff members

9. Facilities and Resources for Teaching and Learning

- resource needs are identified in relation to the purpose, type and price of the course and a range and quality of resources are made available
- there are arrangements to ensure that teaching accommodation, facilities, resources and equipment are safe and fit for use
- where appropriate, participants have access to the wider facilities e.g. computing and library data-bases, of the institution
- staff are provided with adequate workspace and facilities to carry out their duties effectively
- all resources offered and advertised are made available

10. Communication with Sponsors

- the sponsoring body are given detailed information about the course of study, the fees and any additional costs, the assessment system and the reporting procedures to the sponsor
- the institution provides progress and final reports as and when appropriate
- sponsors are advised of any necessary or desirable changes to the course and there is relevant discussion
- where appropriate, sponsors are involved in consultation and negotiation of course structure, content and procedures

11. Welfare

- participants have the opportunity to participate in an induction programme prior to the course
- arrangement are made to provide adequate support on academic and personal matters
- participants are given access to institutional services for health, accommodation, welfare etc. and/or information/access to such services in the community
- participants have access to the extra-curricular life of the wider institution
- participants are assisted with legal matters to do with visas, police registration etc.

12. Course Evaluation and Quality Assurance

- there are procedures to monitor and maintain internal standards on each delivery of the course
- an experienced and recognised external professional is involved in monitoring participant performance on each delivery of the course

- where the course is repeatedly offered, mechanisms are in place for periodic review of the course in response to changes in participant needs, trends in teacher education and changing professional contexts
- periodic course review takes account of formative and summative evaluation data available from several previous courses
- a range of appropriate procedures are used in course evaluation and periodic review of the course
- relevant stakeholders, e.g. participants, staff, sponsors are involved in both course evaluation and periodic review