



London
Policing
College

2024

London Policing College Quality Assurance Policy



Policy

Teaching quality strategy

High quality teaching is at the heart of our education model and our team must strive to produce effective and stretching learning environments, applying effective teaching strategies to support students and delegates. To achieve this we will introduce a four strand approach

1. Personal Excellence

All engaged in teaching with LPC will engage on a pathway to becoming Fellows of the Higher Education Academy. There are many pathways to achieving this which depend upon previous experience and qualification, the volume of teaching being undertaken and the role being completed. Below is our main pathway but people may choose to move more quickly through to Fellowship status if their experience, qualifications, and teaching schedule make this possible.

- a. Teaching staff will engage on the Associate Fellowship pathway. This is a reflective development programme which is supported by learning materials accessible through the University of West London VLE (Blackboard). All those engaged in teaching on BSc, MSc and Graduate Diploma programmes must complete this in their first six months.
- b. To support development and completion of the process we will provide support in terms of a mentor and establishing action learning sets to structure and assist in completion of the tasks. In addition, UWL will provide briefings and regular opportunities to discuss submissions with members of the Expert Academy. The application process will be managed by the UWL and costs for application and the support above will be met by LPC and UWL.
- c. Once Associate Fellowship has been achieved people will move on to complete a further 12 – 24 months of evidence capture to achieve FHEA status. This will also be supported as above.

2. Material Excellence

When developing materials and new programmes an academic consultant will be available to provide support and assist in the structuring and design of materials. People tasked to complete a new project will be provided access to an academic consultant to support, a reading team to provide feedback, and, where needed, access to specific technology.

- a. Development projects will have a project manager appointed by the Board who will be responsible for leading the team designing materials and providing updates to the executive board lead.



- b. Each new project will have an academic consultant attached. They will be suitably qualified as FHEA and will provide specific support on the approach to teaching.
- c. All programmes will use standardised documentation which will include:
 - i. Course/Programme specification
 - ii. Module/subject specification
 - iii. Lesson plans
 - iv. Materials including PowerPoints, exercises
 - v. Assessments
 - vi. Course/Module Study Guides
- d. Each new programme will be reviewed by the LPC Board for final acceptance. The executive board member appointed for the project will be the point of contact for the development project manager.

3. Quality Assurance

Our ability to ensure quality and to improve performance is essential for the reputation of the company. To ensure the quality of teaching we will complete the following

- a. Student Feedback
lecturers involved in BSc, Postgraduate and Graduate Diploma lecturing, will ensure they are aware of UWEL student feedback process involving course and modular surveys, module and course meetings and complaint procedures. They will record their support for these and any feedback in their professional development plan.
- b. Peer observation
Our focus on quality will be supported by regular peer observation and support. For each module or study block every person involved in delivery will be observed by a colleague who will use a standardised form to provide feedback and a record of the observation. This will be filed in the Admin mailbox and evidence of it will be required on annual assessment
- c. Teaching assessment
Each lecturer involved in BSc, Postgraduate and Graduate Diploma lecturing will be observed on at least one occasion each semester by a qualified (PGCE or FHEA) member of the teaching team. They will use a standardised form to provide feedback and a record of the observation.
- d. Development Plan
Each lecturer will maintain a professional development plan in which they will maintain a record of their progress towards professional status and their reaction to any feedback received either through student feedback, peer observation or teaching assessment

4. Professional Expertise

Many of our associates have completed full careers and have worked at ranks which mean they have had less exposure to current operational demands. It is our intention to ensure that our team are current in terms of policy and practice and will ensure opportunities for them to maintain their professional status

- a. CPD workshops



Each quarter we will provide an online workshop on an issue of current police practice. These will be themed around either operational issues for policing (such as Violence Against Women and Girls) or our own operational priorities (such as an area from the PEQF). Associates are expected to attend these workshops and engage in the subjects.

We will develop an accredited approach to support these workshops with a requirement for our teaching team to complete each year.

b. Research

We will actively encourage research into key issues. We will develop a research and development budget which will be used to bring products and our people up to speed on issues. This might include engaging a team to redesign materials based upon new policy and evidence-based policing.

c. Coaching mentoring

We will look for opportunities to encourage our team to actively encourage and support operational officers. This will include working with the Volunteer Police Cadets, where possible engaging in 'ride along' activities, supporting local leaders with development initiatives, assisting serving officers to become involved in our learning programmes, etc. Whilst this may not be in a paid capacity, we will ensure that such activity is valued in our selection procedures.

5. Annual Assessment

Associates will be reviewed on an annual basis to ensure they are appropriately engaged, and that personal development is being completed. LPC will, at its discretion, use the outcome of this review to consider future work opportunities and contractual commitments. This assessment will include submission by the Associate of:

- a. A review of their activity with LPC during the year and an overview of any other work which they feel may be important
- b. A review of the completion of Teaching Observation and Peer Review and CPD
- c. A statement of expectations for the coming year.

