

# **THE COLLEGE OF RICHARD COLLYER**

## **QUALITY ASSURANCE POLICY**

### **BACKGROUND**

This policy is a revision of the previous policies and Quality Review Cycle that build on a well established approach to ensuring high quality provision at Collyer's. The update has also taken account of Learning and Skills Council and Ofsted advice on quality assurance, most significantly "Self-Assessment Best Practice" and "Self-assessment and development planning: Meeting the challenges and gaining the benefits".

### **THE COLLEGE MISSION**

The college Mission Statement shows the college's commitment to quality provision and a 16-19 focus, its responsibilities to the local community, and its determination to work in partnership with others for the benefit of learners:

**"Collyer's is committed to providing excellent education for the success of every student.**

We will aim to do this by:

- Inspiring students to learn through high quality teaching
- Providing a well-resourced college environment that encourages learning
- Giving support and guidance to students in their academic, personal and career development
- Promoting an inclusive culture that values every member of the college
- Focusing primarily on the educational needs of 16-19 year olds and their achievement
- Providing opportunities for Adult Education and Lifelong Learning
- Working closely with other educational establishments, the community and employers
- Always being open to new learning opportunities and technologies"

### **THE AIM OF THE QUALITY ASSURANCE SYSTEM IS TO DELIVER HIGH QUALITY EDUCATION IN ACCORDANCE WITH THE FOLLOWING PRINCIPLES AND PRACTICES**

1. All Governors and staff committed to, and supportive of, Quality Assurance in all aspects of college activity.
2. Governors are consulted and contribute to Quality Assurance procedures. They are explicitly linked to curriculum areas, tutors and Houses and also to cross college support areas.
3. Governors and Senior Managers have a range of indicators to both monitor quality and assess improvements.
4. Clear standards defined in measurable terms are set and comparative benchmarking is undertaken.
5. The emphasis in all aspects of Quality Assurance is on standards in teaching, learning and attainment and the overall quality of the student's experience.
6. The Quality Assurance system is embedded in the guidance and monitoring for the individual student.

7. A rigorous scheme of lesson observation, and the grading and reviewing of these observations to develop good practice are in place. This is linked to staff development, curriculum self-assessment and the spreading of good practice both within subject areas and via the Internal Quality Review process.
8. The system for reviewing and evaluating both teaching and learning and other aspects of college activity involves the views of students and results in action plans.
9. Charter commitments are embedded into the key entitlement for learners and stated in, for example, handbooks and the college diary. The complaints procedure is accessible and results in appropriate action.
10. There is an effective system of appraisal for all staff, which is linked to performance management and to staff development plans.
11. The Quality Assurance system and procedures are monitored and assessments made of the strengths and weaknesses in the self-assessment process. These evaluations result in improvements to the systems that are reflected in the maintenance and/or improvements in standards.
12. The Quality Assurance system is reflected in the College Self-Assessment (CAR) that is self-critical, rigorous and judgmental and forms the basis for the Quality Improvement Plans and strategic planning.

## **QUALITY ASSURANCE STRUCTURES**

The reviewing, reporting and development of Quality Assurance is via all existing management structures – Faculties and their constituent parts, the Curriculum Committee, tutors and the Tutorial Committee, meetings of the Senior Management Team, the Quality and Standards Committee, Finance and General Purposes Committee, the Audit Committee and the Governing Body. This is shown in the Quality Review Cycle. The overall management of the Quality Assurance system is the responsibility of the Assistant Principal (Curriculum & Quality). The Assistant Principal (Curriculum & Quality) co-ordinates all aspects of academic Quality Assurance in conjunction with Heads of Faculty, whilst the student support services and systems are the responsibility of the Assistant Principals (Progress and Support) and the Heads of House, while Senior Support Staff take responsibility for their own support function.

Quality Assurance is intrinsic to the job description of all members of staff. Their role in maintaining and improving quality is an integral part of the appraisal and performance management system.

**SPN**  
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## **QUALITY ASSURANCE PROCEDURES**

All Quality Assurance procedures are linked to the planning cycle and the general management procedures of the college.

At the heart of the procedures is the college Self-Assessment process. This is related in its cycle to Quality Improvement Plans and strategic/operational planning of the college. All quality measures and procedures focus on self-assessment and the related Quality Improvement Plans and reviews.

The individual student-based quality procedures reflect the support given to students, the tutorial system and the use of Performance Targets via the Progress, Effort, Attendance Review grades system.

Teaching and learning have distinctive Quality Assurance procedures, which have clearly defined standards and measurable targets. These are reported by means of reports to and summaries from, the Assistant Principal (Curriculum & Quality) and in the subject and curriculum area Self-Assessments and updates. All the information is in standardised Quality and Development Files. These serve as master files at subject level for data on course statistics and as an operational manual of Quality Assurance requirements and procedures.

The curriculum Quality Assurance procedures are based upon analysing, reviewing and producing appropriate action plans related to:

- Analysis of data on enrolments, attendance retention and achievements

- Lesson observations, gradings and feedback

- End of course evaluations

- Course review panels

All Quality Assurance procedures will be related to appropriate performance indicators, targets and standards. External sector national averages/benchmarks will be used to monitor the suitability level of all such measures. At all stages the Quality Assurance procedures are kept under review to ensure they are effective in maintaining or improving quality.