



# **QUALITY ASSURANCE POLICY**

**JUNE 2022**

Reviewed by SMT:	13 <sup>th</sup> June 2022
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Next review:	Summer 2025 (SMT, then Q&C, then Governing Body)

# QUALITY ASSURANCE POLICY

## 1. INTRODUCTION

The Quality Assurance policy covers all aspects of college life including the core function of teaching and learning and all related support services and management activity. There are no specific legislative requirements for quality assurance but much of the detailed work within the overall quality remit also covers a variety of legal requirements, the Prevent duty and Health and Safety legislation being just two examples. The legal requirements, as they relate to the work of the college and particular teams in the college, are part of the quality standards within those areas.

## 2. AIMS

The aim of the Quality Assurance policy is to provide a framework for staff to ensure that the college delivers on its stated aim of educating for excellence. The quality assurance structures enable all management support and teaching teams to focus on continuous improvement and take responsibility for self-reflection and honest assessment of their work in relation to student progress and the learner experience. The Quality Assurance Policy reflects the mission of the college and works to focus staff on delivering the mission.

## THE COLLEGE MISSION

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

Collyer's is committed to ensuring every student achieves their potential. We shall do this by:

1. Inspiring students to learn and develop through high quality teaching.
2. Providing a well-resourced college environment that drives and supports learning and actively seeks new learning opportunities and technologies.
3. Giving support and guidance to students in their academic and personal development.
4. Promoting an inclusive culture that values every member of the college and prioritises their well-being.
5. Providing opportunities for adult learning and life-long learning.
6. Working closely with other educational establishments, the community and employers with a view to equipping students for their future progression aims and life journeys.

## 3. OBJECTIVES

1. All Governors and staff are committed to, and supportive of, Quality Assurance in all aspects of college activity.
2. Governors are consulted and contribute to Quality Assurance procedures. All governor meetings have a quality focus with specific quality oversight given to the Finance and General Purposes Committee and the Quality and Curriculum Committee. Governors are also linked to curriculum areas, tutors and Houses and also to cross college support areas.
3. Governors and Senior Managers have a range of indicators and targets to both monitor quality and assess improvements.
4. Clear measureable standards 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 including their personal development and progression to continuing education, training and employment.
6. Performance management systems are in place for all staff and line managers use the performance management structures to support the quality improvement procedures of the college.
7. There is an effective system of appraisal for all staff, which is informed by performance management, staff development plans and quality improvement plans.
8. The system for reviewing and evaluating teaching and learning, personal development, pastoral and other aspects of college activity involves the views of students and results in action plans.
9. The College Values are embedded into the entitlement for learners and stated, for example, at induction. The complaints procedure is accessible and results in fair and appropriate action.
10. The Quality Assurance system and procedures are monitored and assessments made of the strengths and weaknesses in the self-assessment process. The self-assessment process results in improvements to the systems that are reflected in the maintenance and/or improvements in standards.

#### **4. RESPONSIBILITIES AND QUALITY ASSURANCE STRUCTURES**

The reviewing, reporting and development of Quality Assurance is completed by all management teams – Faculties and their constituent parts, the Education Committee, Curriculum Committee, Pastoral Committee and tutors, meetings of the Senior Management Team, the Quality and Curriculum 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 Vice Principal (Curriculum). The Vice Principal (Curriculum) co-ordinates all aspects of academic Quality Assurance in conjunction with Directors of Faculty and SMT. Senior Support Staff take responsibility for their own support functions.

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.

#### **5. MONITORING AND QUALITY ASSURANCE PROCEDURES**

All Quality Assurance procedures are linked to the planning cycle and the general management procedures of the college. Self-Assessment Reports (SARs) are the core of the Quality Assurance system, providing evaluative and rigorous judgements. The reports also form the basis for Quality Improvement Plans (QIPs) and strategic planning. Progress towards improvement actions are monitored carefully and evaluated in year, including a formal mid-cycle review, as well as at the end of each quality cycle. Please see Appendix A for SAR/QIP structure.

##### **Curriculum**

A rigorous scheme of lesson observation with a focus on teaching enhancement and improvement is in place. Observations are linked to appraisal, staff development, curriculum self-assessment and the spreading of good practice within subject areas, via Faculties and across the college. The lesson observation system allows for subjects and small-subject clusters to establish an annual joint teaching and learning focus alongside individuals collaborating with their line manager to establish an individual focus. The college seeks to externally validate the lesson observation process and the quality improvement process via membership of the External Quality Review

(EQR) network and S7. Where concerns in quality are raised, separate performance improvement processes can be employed to support quality improvement.

The individual student-based quality procedures reflect the support given to students, the tutorial system and the use of Performance Targets via the Progress Review grades system on MyProgress. The Quality Assurance system is embedded in the guidance and monitoring for the individual student.

Teaching and Learning have distinctive Quality Assurance procedures, which have clearly defined standards, measurable targets and deadlines. These are reported by means of reports to, and summaries from, the Vice Principal (Curriculum) and in the subject and curriculum area Self-Assessments and updates. All the information is provided in Quality and Development Files and on SharePoint (Quality Improvement). These serve as master files at subject level for data on course statistics and as an operational manual of Quality Assurance requirements and procedures. SharePoint (MIS) provides most of the raw data for college aggregate data.

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 (including value added)
- Lesson observations and feedback
- End of course student evaluations
- Student 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 appropriateness of all such measures. At all stages the Quality Assurance procedures are kept under review to ensure they are effective in improving quality.

## **6. RELATED POLICIES**

- Appeals Procedure (Staff)
- College Mission Statement
- Equality, Diversity and Inclusion Policy
- Health and Safety Policy
- Performance Management and Appraisal Scheme
- Safeguarding and Child Protection Policy
- Staff Capability Policy
- Staff Code of Conduct
- Staff Disciplinary Policy

## Appendix A

### Structure of all curriculum, pastoral and operations SAR and QIPs

