COLLYER'S
Founded in 1532

QUALITY ASSURANCE POLICY

JUNE 2025

Reviewed by SMT:	21st May 2025
Endorsed by Q&C:	10th June 2025
Approved by Governing Body:	8th July 2025
Next review:	Summer 2028 (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 for 16-19 education, its responsibilities to the local community and stakeholders including employers and other education establishments in its determination to work in partnership for the benefit of students:

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. 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.

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 comprising staff development plans, enhanced subject support, external quality reviews, internal quality reviews and area self-assessment and quality improvement plans.

8. The system for reviewing and evaluating teaching and learning, personal development, pastoral, study support and other aspects of college activity involves the views of students that inform area self-assessment reports and quality improvement 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 and auditing processes. 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 and Risk Committee and the Governing Body. This is shown in the quality review cycle – Appendix B. 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. Internal Quality Reviews (IQR) of three subject areas per year are completed by Teaching and Learning Developers, these reviews take a very similar format to EQRs. Subjects to be reviewed by IQR are identified following SAR/QIP meetings in October of the current year. Enhanced Subject Support involves Directors of Faculty working closely with HoSs from the start of the Autumn term to complete an initial "health check" of the subject area followed by the development and implementation of a regularly reviewed action plan. Where concerns in quality are raised for an individual, separate performance improvement processes can be employed to support quality improvement including Performance Improvement Plans. For a fuller explanation of Collyer's Quality Assurance and Professional Development strategies – please see Appendix C.

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

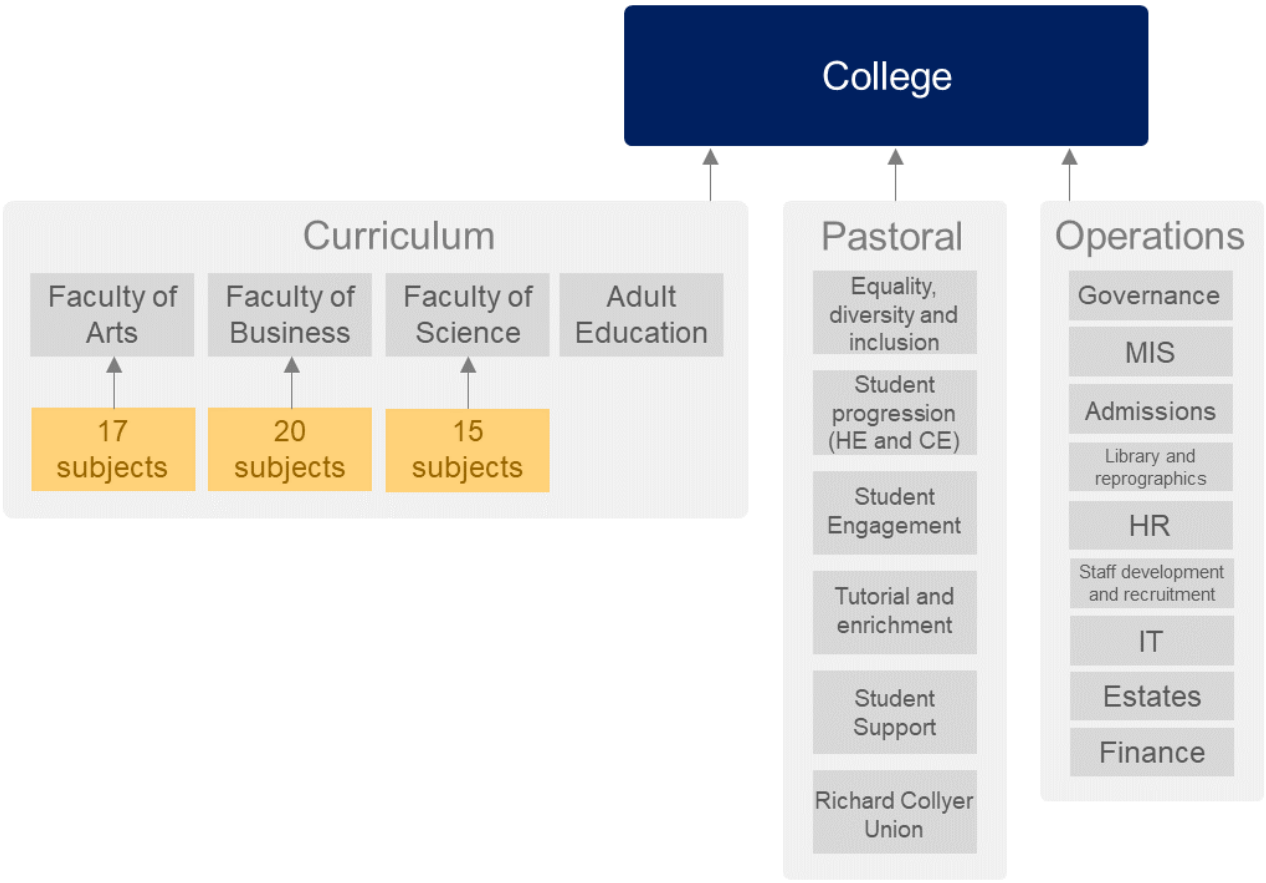
All Quality Assurance procedures will be related to appropriate performance indicators, targets and standards. External sector national averages/benchmarks will be used to monitor the appropriateness of all such measures. At all stages the Quality Assurance procedures are kept under review to ensure 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

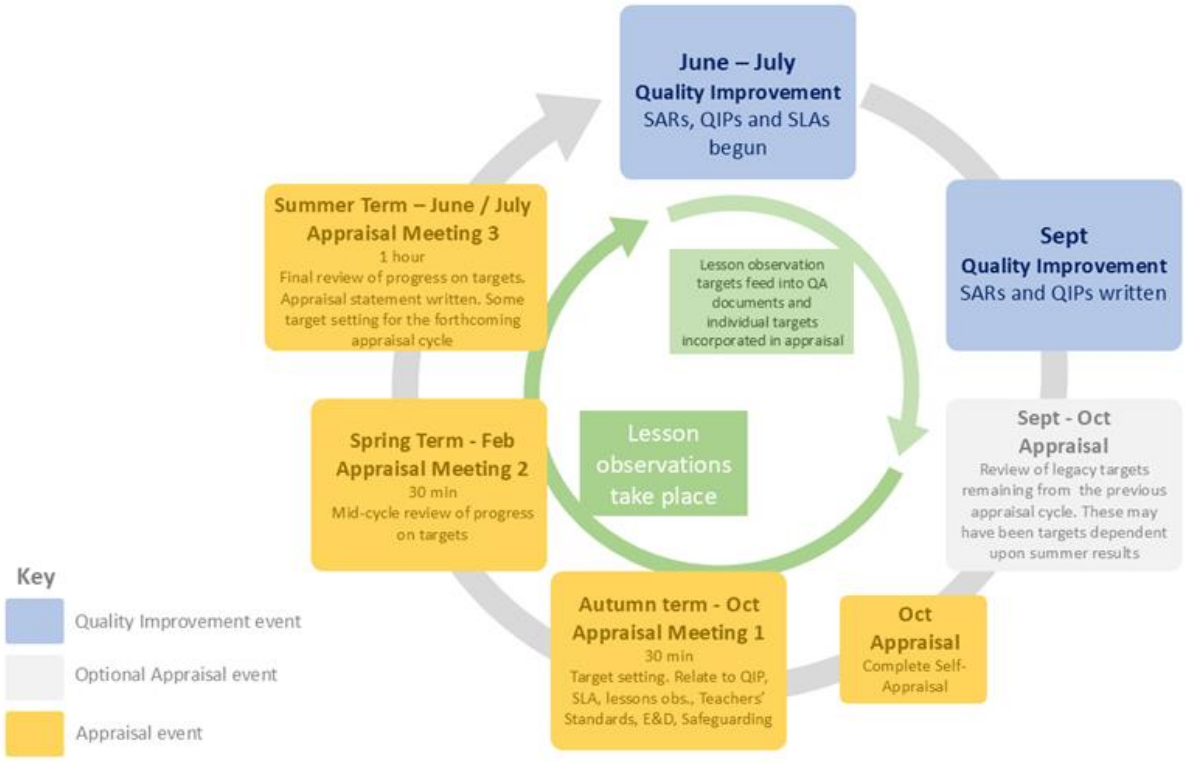
Appendix A

Structure of all curriculum, pastoral and operations SAR and QIPs



Appendix B

Quality improvement annual cycle



Appendix C – Quality Assurance and Professional Development Strategies

Quality assurance	Professional development
Self-Assessment Report – Quality Improvement Plan (SAR-QIP) process	**Lesson Observations and learning walks**
Self-assessment reports allow reflection on the completed year's strengths and areas for development. Authors are required to identify the reasons elements work well and the root causes of areas for development. It is important that the SAR presents the issue and root cause but refrains from offering a solution. The areas for development identified in the SAR feed directly into the coming year's Quality Improvement Plan. The QIP is the vehicle for authors to offer solutions to issues with robust actions, impact and success measures clearly defined. The SAR-QIP document is contributed to by all members of a department, with a formal meeting with the author and relevant senior staff taking place in October. The QIP is a live document with authors encouraged to record progress against targets throughout the year. Formal review of QIP targets takes place in February and July. For departments where performance meets college expectations, the SAR-QIP process forms the majority of the formal quality assurance process. Where subjects are not performing at college expectations, further quality assurance processes are applied.	All teachers are entitled to at least one full lesson observation per year where an individual target identified in their appraisal will provide the focus. Additionally, all teachers take part in peer observations where the cross-college Teaching and Learning theme provides the focus. Lesson observations are ungraded favouring the outcome to inform professional development, however if a quality issue is identified, graded lesson observations may follow as part of informal or formal capability procedures. In the first half of the Autumn and Spring terms Directors of Faculty and the Senior Management Team complete learning walks. If a quality issue should be identified this may precipitate a full lesson observation.
External Quality Review (EQR)	**Teaching and Learning Focus**
A peer review consortium of sixth form and general further education colleges in the south of England. The purpose of EQR is for: teachers to share ideas with colleagues in consortium member colleges, to assist colleges in improving the quality of their work, and, to provide teachers and managers (Head of Subject, Directors of Faculty and Senior Managers) with an external assessment of key areas of work. The EQR follows a framework that is similar to the current Ofsted Education Inspection Framework. Reviews are carried out across two days with reviewers from EQR member colleges completing deep dive style reviews of subjects or a specific area of provision. Subject EQRs will comprise of lesson observations, student voice, inspection of course organisation, inspection of student work, analysis of the wider provision including personal development and consideration of outcomes. Following the presentation of the EQR report to the relevant Head of Subject and Senior Management, Collyer's will manage an action plan in response to report recommendations. **Usually, EQR will be used where a quality issue has been identified**, however it has been used to identify the key strengths of highly performing subjects.	Each year a teaching and learning focus is set for the whole college. The teaching and learning focus is agreed in response to a wide range of data and information reported by students and staff. Recent and current T&L foci are: • Assessment and Feedback – 2022-2023 • Retrieval and Revision – 2023-2024 • Metacognition – 2024-2025 Teachers are arranged into clusters where activity involves lesson observations and discussions around the T&L focus. Additionally subject meetings, faculty meetings and INSET throughout the year carry the current T&L focus. Activities and progress on the year's T&L focus are captured in subject and faculty SAR-QIPs, alongside a formal summary report.
Internal Quality Review (IQR)	**Appraisal**
Very similar to EQR, the Collyer's IQR initiative comprises of a deep dive style review of a subject area following a similar framework to the Ofsted Education Inspection Framework. IQR reviews are completed by one of the Collyer's Teaching and Learning Developers and take place across 5 days. As with EQR, IQR yields an action plan in response to report recommendations. **Usually, IQR will be used where a quality issue has been identified.** Subject receiving an IQR are identified following SAR-QIP meetings in October. IQRs take place between November to January.	All staff follow the appraisal system unless under probation. The appraisal system requires teachers to identify their individual lesson focus for the year and detail their planned activities around the college T&L focus. The appraisal system is live allowing for recording of progress against targets and for setting of new targets in cycle if required. Appraisal targets are set by October, then formally reviewed in February and June.
Enhanced Subject Support (ESS)	**INSET, CPD (internal, external, third party and S7), and S7 Subject Support**
An initiative via which Directors of Faculty will work closely with Heads of Subject to drive improvement early in the academic year before EQR and IQR processes can begin. ESS support involves	All full-time staff complete 5 days of INSET per year. Additionally, staff complete high quality CPD with third parties (usually exam boards), and via the extensive training offer provide by the S7 consortium of

the Director of Faculty working closely with the Head of Subject across all elements of teaching and learning to set targets and develop strategies to ensure rapid improvement. **ESS is used where a quality issue has been identified.**	Surrey and Sussex Sixth Form Colleges ranging from *new to teaching* through to *preparing for senior management*. Where a subject area wishes to improve areas of their provision, they may visit an equivalent department at an S7 member college.
Performance Improvement Plans (PIP)	**Chartered Teacher Status – new for 2024**
Where a quality issue has been identified that cannot be addressed via the SAR-QIP, EQR, IQR or ESS systems, a performance improvement plan will be implemented. PIPs comprise of weekly meetings between the member of staff concerned and their line manager where clear targets are set and reviewed. PIPs will usually last 6 weeks before progression to formal capability procedures. PIPs will usually involve a graded lesson observation.	As for our students, we hold high expectations of our staff and investment in their professional development is of paramount importance. Teachers can opt in to our Chartered Teacher Status professional learning and accreditation programme. The programme is run in house following The Chartered College of Teaching framework.