

QUALITY ASSURANCE & IMPROVEMENT POLICY



PURPOSE OF THE POLICY

Is to support the college's mission "to provide inspirational education and training for individuals, employers and the whole community" by establishing standards and monitoring performance so that there is continuous improvement in all aspects of college activity.

Yeovil College is committed to raising standards and improving the quality of the learners' experience. The guiding principles of the College's Quality Policy are:

- To ensure that all learners are offered high teaching, learning and assessment experiences.
- To establish and maintain effective systems to monitor and improve the quality of all aspects of College activity.
- To create a framework for operational quality maintenance and improvement that includes: self-assessment & quality improvement planning, stakeholder feedback, benchmarking, monitoring/health checks, intervention reviews.
- To verify that teaching, learning and assessment are effective in enabling learners to maximise their potential and achieve their objectives.
- To ensure the quality framework supports learners' success and progression into further or higher education, apprenticeships or employment.
- To enable the development and improvement of college activities through the involvement of all staff in a self-assessment and quality improvement process.
- To meet the needs of all stakeholders including: learners, staff, parents, employers, funding bodies, inspectorate and to involve them in the review of college performance.
- To achieve and maintain high academic standards.

SCOPE

This policy covers all college activities and staff, both academic and business/service support.

RESPONSIBILITY AND AUTHORITY

The Principal has ultimate responsibility for maintaining quality and will ensure that the arrangements for ensuring quality are reviewed and enhanced.

The Vice Principal, Curriculum & Quality is the Principal's representative on all matters related to quality assurance and is responsible for implementing quality systems in accordance with college policy.

Within the college all employees have an impact on the quality of the service. The Head of Quality Assurance, Teaching, Learning & Assessment will ensure that all employees understand the college's commitment to quality and have up-to-date knowledge of quality systems and receive training to assure their efficient delivery.

The Vice Principal, Curriculum & Quality has executive responsibility for quality assurance within the college. The day to day management of quality issues and procedures is the responsibility of the Head of Quality Assurance, Teaching, Learning & Assessment.

Management Committees

The Senior Management Team is responsible for delivering the key strategic aim of high quality teaching, learning and assessment and for ensuring that the provision meets the needs of employers and the community.

The Senior Management Team is responsible for ensuring that all college support systems work effectively and efficiently, supporting the provision of high quality services to all stakeholders.

Quality procedures

The Head of Quality Assurance, Teaching, Learning & Assessment is responsible for the issue of all quality procedures. These are available to all staff through the Quality Assurance and improvement area of the staff portal.

POLICY STATEMENT


- Ownership of and responsibility for college standards is shared by all staff; individually and collectively all staff are responsible for contributing to and achieving student success and securing them a high quality experience.
- Ownership and responsibility for quality management and improvement actions in the area they manage rests with all college managers. Managers, working with their teams, will evaluate the quality of work in their area and propose/carry out actions to sustain high quality and improve low quality.
- The college will have a framework of standards so that all staff may know what outcomes are expected from their work. The college will also have operational guidelines for quality management so that managers and their teams will be able to evaluate and plan follow-up action effectively.
- The college will use the following quality management techniques:
 - (a) **Standards and Benchmarking**; the college will have clear performance standards/Key Performance Indicators (KPIs). Measurements of performance will be compared with those standards/KPIs and with the performance achieved by other comparable organisations. As far as possible, the latter will be the best like-for-like comparison and will be comparison both with the norm and with 'best in class'. The college's overall performance will be measured by its inspection reports, its annual FE Choices ratings and Self-Assessment Report.
 - (b) **Target-setting, Monitoring and Interventions**; targets for performance will be set and progress towards achieving them will be monitored. Targets will reflect the college's aspirations to be outstanding in all areas. Monitoring will be sufficient and timely so that appropriate interventions can be made in order for targets to be met.
 - (c) **Customer Feedback**; views of students, parents, employers, partner schools and other stakeholders will be actively sought, analysed and evaluated. As far as practicable, the college will share the outcome of that analysis and evaluation with those who have given their views, and will give them our response to any queries or matters of concern that have been raised. The College will report the analysis of stakeholder feedback annually to the Corporation.
 - (d) **Complaints**; the college will take a positive approach to complaints as opportunities to put things right and make improvements. The college will have a formal complaints procedure with clear timescales and allocation of responsibilities for resolving

complaints. A record of formal complaints will be kept and reported on annually to the Corporation.

- (e) **Self-Assessment and Quality Improvement Planning;** in order to maintain focus on the quality of students' experience and on their success self-assessment will be structured on the Ofsted Common Inspection Framework. It will be evaluative, with clear judgements about strengths and weaknesses. All managers will undertake self-assessment of the area for which they are responsible; such self-assessments will inform and in most all cases, be incorporated into the college's annual Self-Assessment Report. Self-assessment reports will be accompanied by an action plan for quality and/ or improvement. The college's annual Self-Assessment Report will be received by the Corporation and, once approved, will be published in accordance with funding body/ inspectorate requirements.
- (f) **Data;** managers will use appropriate data to support the self-assessment of their area. As far as practicable, the college will promote good practice by central recording, processing and analysis of data and the provision of benchmark data.
- (g) **Kite-Marks;** the college will seek to achieve appropriate kite-marks, such as Investor in People, and Matrix Accreditation in order to test the standards to which it works against accepted measures of excellence.
- (h) **Documentation;** managers and staff will maintain quality management records to a specification provided by the college. These records will facilitate and evidence active quality management/improvement together with assisting hand-over in the event of staff changes.

RELATED POLICIES, PROCEDURES, DOCUMENTS, DEFINITIONS

Programme Review Guidance
Self-Assessment Guidance
Observation of Teaching & Learning Procedure
Customer Service Policy & Procedures
Data Procedures Manual

Policy Review				
Author/Owner	Position	Approved by Corporation	Approval date	Review date
Derrick Goddard	Head of Quality Assurance, Teaching, Learning & Assessment	Signed: 	09.11.17	November 2019

Document Control – Revision History (Policies only)

Author/Owner	Summary of Changes	Date	Date last reviewed by SED	Recommend to SED Y/N
Derrick Goddard	Updated to reflect change in job role.	20.10.17	11.11.15	No

Initial Equality Impact Screening			
Have you consulted on this policy? Yes Details:			
What evidence has been used for this assessment? Common Inspection Framework			
Could a particular group be affected differently in either a negative or positive way? Indicate Y where applicable			
Group	Negative impact	Positive impact	Evidence
Age Disability Gender (incl. Transgender) Race (incl. Gypsy & Traveller) Religion or belief Sex Sexual orientation Marriage & civil partnership Pregnancy & maternity Other groups (see guidance)			
Please give details:			
If any negative impacts are identified, are there any related policies, services, strategies, procedures or functions that need to be assessed alongside this screening? If yes, please detail below:			
Should the policy proceed to a full Equality Impact Assessment? No If no, please give reasons: there are no negative impacts identified			
Declaration We are satisfied that an initial screening has been carried out on this policy and a full Equality Impact Assessment is not required. We understand that the Equality Impact Assessment is required by the College and that we take responsibility for the completion and quality of this assessment			
Completed by Author: Kate Hill		Position: Director of T&L and Quality	Date: 02.10.15
Reviewed by Safeguarding, Equality & Diversity Group:			Date: 11.11.15
Comments from Safeguarding, Equality & Diversity Group Review:			