

Quality Policy

1. Purpose

The policy commits The Bournemouth & Poole College to maintain and improve the quality of its teaching and learning provision through the processes of continuous improvement and quality assurance. The policy applies to all staff, all students and other stakeholders. The objective is to embed effective quality processes that are rigorously implemented to foster a culture of continuous improvement in all facets of The College.

The policy focuses on the 10 strategic priorities of The College:

1. To improve the quality of teaching, learning and assessment.
2. To modernise and reform the curriculum.
3. To grow, consolidate or reduce the curriculum offer.
4. To improve student progression, employability and wider student outcomes.
5. To increase the involvement of business/employers in curriculum design and delivery.
6. To enhance the learning environment.
7. To more effectively support students.
8. To more effectively support teaching staff
9. To improve the student voice
10. To develop effective partnerships

The policy supports The College by:

- Ensuring high quality of teaching, learning and assessment.
- Meeting students' needs and facilitating 'Student Voice' activity.
- Meeting the priorities of the Skills Funding Agency (SFA).
- Meeting standards set by national inspection regimes; most particularly OFSTED and QAA.
- Dealing promptly and fairly with complaints
- Meeting the requirements of internal and external audits.
- Meeting Awarding Organisation requirements.
- Meeting the needs of business.
- Identifying strategies for improvement.
- Ensuring quality assurance processes are rigorous.
- Making best use of the talent and energies of the College staff.

2. Policy

2.1 The Bournemouth & Poole College is committed to improving the quality of its provision by:

- Ensuring high standards of professionalism through continuous professional development (CPD).
- Implementing rigorous self-assessment processes.
- Embedding effective policies and procedures.
- Analysing performance against college targets and impact assessing necessary interventions.
- Ensuring all staff employed by the College are engaged in improving the quality of provision.

2.2 The quality process involves a cycle of activities of which course reviews and self-assessment are central.

The major elements are:

- Identifying and action planning priorities at different levels of The College.
- Establishing performance indicators/targets against which provision is judged.
- Collecting data in order to measure performance.
- Analysing performance against challenging targets and performance indicators.
- Implementing and monitoring quality improvement plans.
- Issuing reports on quality matters for the college leadership team and the governors.

2.3 This cyclical process occurs at college, curriculum, team and course level throughout The College.

3. Implementation and Review

The cyclical self-assessment process is supported by a series of activities, procedures and practices.

It is the responsibility of:

3.1 Senior Leaders to identify the strategic priorities of The College in response to internal and external drivers and initiatives.

3.2 Senior Leaders, Heads of Curriculum and other designated staff to develop and review College policies and associated procedures, guidelines and strategies.

3.3 Senior Leaders, Heads of Curriculum and Business Support Managers to:

- Self-assess their area of provision and contribute to the College Self-Assessment Report.
- Conduct appraisals of all their staff.
- Establish induction and mentoring arrangements for all new staff or for staff with new responsibilities.
- Devise and co-ordinate an area training and development plan.
- Ensure that course teams and teachers keep electronic records of meetings, maintain electronic course files, and complete the annual area self-assessment cycle, including the administration of the induction and student surveys.
- Carry out a programme of lesson observations supported by the Quality, Performance and Innovation Department.
- Maintain and review standard quality service agreements.

3.4 The Director of Quality, Performance & Innovation, supported by the Head of Teaching, Learning and Assessment, the Equality, Diversity and Community Engagement Manager and the Quality Assurance and Improvement Managers to:

- Manage the annual quality cycle.
- Review quality improvement plans (QIP) for impact amending as appropriate.
- Monitor Awarding Organisation reports and action plan where necessary.
- Monitor and report on the complaints procedure, to ensure response targets are met.
- Manage and report on student/employer survey processes and action plan accordingly.
- Manage and report on the lesson observation programme, putting into place recommended improvements.
- Manage and report on internal inspection processes, ensuring recommendations are implemented.

- Provide, manage and report on participation and impact of staff CPD opportunities.
- Manage and report on the impact of the Senior Practitioner team.
- Ensure, through audit, that all staff comply with quality policies and procedures.

3.5 Teachers/course teams to complete area self-assessments by:

- Reviewing student retention, achievement, success and destinations.
- Reviewing induction.
- Reviewing teaching, learning, resourcing and assessment in mid-course.
- Providing a Summary Course Review at the end of each course.

OR, for short courses, providing a summary course review at the end of each course and to:

- Provide effective and appropriate teaching, training and support for learning.
- Maintain current electronic course files, including electronic minutes of meetings.
- Undertake appropriate development and training.
- Offer flexibility within schemes of work to include all students at all times and to ensure courses fulfil individual needs.

These reviews to inform area Quality Improvement Plans and the College Improvement Plan (CIP).

3.6 Senior Leaders to validate all implementation and review outcomes.

3.7 All staff to engage in the appraisal process ensuring their agreed targets are met.

3.8 All staff to attend appropriate training supplied by The College, including Teacher Preparation Programme and Teacher Training.

3.9 All staff are required to comply with the quality assurance plan.

4. Evaluation and Maintenance

4.1 The Policy Review Group will impact assess this policy according to their annual schedule.

4.2 The Board is responsible for receiving and approving the Quality Policy.

4.3 The Quality, Performance & Innovation department will review the policy annually.

5. Associated Documentation

- College 'Student First' Strategic Plan
- Quality Assurance Plan
- Staff and Student Codes of Conduct
- College Self-Assessment Reports
- Area Self-Assessments
- College Policies and associated documentation
- Performance Review documentation
- Quality Support Visit documentation
- Guidance Handbook for Lesson Observations
- Teaching, Learning and Assessment Action Plan
- Policy Review Group (Lead Briefing)
- Complaints Policy