AREA:	Quality
TOPIC:	Quality Policy and Procedures

1 Scope and Purpose

1.1 Scope

1.1.1 This Policy applies to all staff who are involved in curriculum delivery and/or assessment.

1.2 Purpose

1.2.1 Herefordshire, Ludlow and North Shropshire College is committed to providing the highest quality education and training to our local, regional and national communities of students and employers. It is our intent that all of our students will be given the opportunity to realise their full potential, enabling them to achieve the highest standards in their programmes of learning. Inherent in this achievement is a community of learners that: are safe and feel safe; are treated equally and fairly; are ambitious; and who gain the skills and attitudes they need to be effective employees and good citizens. Key to fulfilling 'success for our students' is our commitment to continuous improvement to our quality assurance and enhancement processes.

1.2.2 The purpose of this procedure is to:

- Support the continued development of a College culture which is self-critical, transparent and responsive.

- Establish and maintain quality systems and procedures which enable us rigorously to evaluate our strengths and weaknesses and respond to improvement needs effectively.

- Respond and be accountable to our stakeholders, including learners, employers, partners and the bodies which fund, validate or in other ways collaborate in the work of the College.

- Continually improve the quality of the student experience and our service to employers by monitoring, reviewing, developing and enhancing standards of learning, teaching and assessment.

- Provide mechanisms for our students, employers and other stakeholders to express their views on our services, have their feedback taken into account, and to be involved in decision making.

- Develop and set standards and targets for all areas of activity and all College teams, benchmarked against other providers where possible.

- Encourage the involvement of all members of the College community in the

review of performance, the maintenance of high standards and the setting and achieving of quality improvement targets.

- Achieve recognition for our performance standards through accreditation and commitment to national quality standards, for example, Matrix.

- Operate within the context of a coherent and transparent planning and quality assurance cycle.

- Ensure that staff in all areas of College activity which impact on the learner and employer experience aspire to excellence and have the awareness and skills necessary to respond effectively to the challenges of self-assessment, action planning and continuous improvement.

2   Quality Procedures

Quality Calendar   A quality calendar will be published at the start of an academic year that will include the dates of cross college meetings, learning walks, quality summit meetings and other deadlines and dates that are important to the College's quality assurance processes.

Course Approval   Rigorous scrutiny and internal approval of all proposals for new or significantly revised courses.

Curriculum Resource Modelling   Rigorous scrutiny and resource approval of the curriculum offer for the academic year.

Planning Documentation and Student Information   Student Handbook and Induction – the course team should ensure that each learner undertakes an induction and is taken through the Student Handbook at the start of their course. The handbook is designed to help learners understand how the College can support their learning. It contains information about the services the College offers, what we expect from them, and most importantly, what they can expect from the College.

The following planning documentation is expected:

- Schemes of work – detailing the structure, organisation and sequence of subject content, teaching activities and assessment for a unit or qualification.

- Lesson plans – detailing the content, sequence of activities and resources in an individual lesson.

- Group profiles – to provide an overview of student starting points (GCSEs, English and maths etc.), targets, additional learning support and other information to support student progression and achievement.

- Student Trackers – to provide an overview of student attendance and progress.

- Individual Learning Plans and Tutorial Reviews – the

Personal Tutor will establish and maintain an Individual Learning Plan (iLP) and hold one to one tutorial review sessions on a termly basis with each learner. The purpose of one-to-one tutorials is to help support learners through their studies; motivating learners and enabling them to achieve their potential, whilst enjoying their time at the College. Where students are identified at risk of failing or withdrawing, a cause for concern meeting is convened and actions agreed. Collaborative working will be required where students have special educational needs and/or there is an EHCP in place to ensure individual needs and academic outcomes are met.

Course Files

A Staff Course File is kept by course teams for each individual course or groups of courses, as appropriate. This contains details of the quality assurance systems and procedures as well as course details, information and records.

Learning Walks

Two learning walk weeks are identified on the cross college meetings and quality calendar. Within these two weeks learning walks are unannounced. College Governors may accompany the Line Manager.

Learning walks provide a snapshot of the teaching and learning performance in a session, are developmental in nature and ungraded.

Brief verbal feedback is provided to the teacher. A written summary of strengths and areas for development for the full curriculum area is reported in the following quality summit documentation.

Learning walks may also be carried out on Learning Support Assistants These will be conducted in accordance with the Learning Walk Guidance for Learning Support Assistants which is updated annually.

Observations of Teaching, Learning and Assessment

All teaching and instructional staff are included in the teaching and learning observation cycle, including Adult and Community Learning.

The College will endeavour to observe all teaching staff annually and the teaching and learning observation will be graded.

The aim of the observation cycle is to contribute to the continuous improvement in the performance of teaching staff across the College. It also helps to ensure that learners are provided with a positive learning experience, through promoting and supporting reflective practice and the developmental aspects of teaching, learning and assessing. It is also one of the key sources of evidence underpinning the College self-assessment process.

Observations of teaching, learning and assessment will be conducted in accordance with the Teaching Observation Guidance which is updated annually.

Quality Improvement Reports (QIR)	Published monthly, the QIR summarises key data sets at College, Faculty, Curriculum Area, Course and Student level. The QIR is presented at CMT and is used to monitor performance in-year.
Subject Reviews	Subject reviews are meetings that are held termly that normally involve teachers in a subject area with the Curriculum Team Leader/Head of Campus and the Assistant Principal. The aim is to review and evaluate course performance in-year. A standard template is provided for completion that is aligned to the Education Inspection Framework. Discussions also take place on student and apprentice progress and trackers are updated.
Quality Summits	Quality summit meetings are carried out by the Principal or Deputy Principal with the Curriculum Team Leader, Head of Campus or Sector Manager supported by their Assistant Principal to self-assess the performance of curriculum areas on a termly basis. Supporting documentation includes a quality summit position paper, subject reviews, updated student trackers, apprentice tracking, the QIR and quality improvement plans.
Self-Assessment Report (SAR)	The production of annual self-assessment reports (SAR) and quality improvement plans at Curriculum Team Leader or Head of Campus level forms the basis for the College's annual self-assessment. The curriculum SAR is subject to a scrutiny panel with governors to confirm the narrative and grades awarded. An executive summary SAR and quality improvement plan drawing together the curriculum SAR is produced by the Deputy Principal. This is approved by CMT, the Quality and Standards Committee and the Board of Governors. An approved copy is sent to Ofsted. Monitoring of the quality improvement plan is the responsibility of the Quality and Standards Committee.
Courses with Serious Concerns	The performance of individual courses is considered by the College Management Team. Courses that are underperforming are identified. There are two levels of concern: amber or red. For courses designated amber, a series of meetings take place, chaired by the Assistant Principal with the Course Leader, accompanied by the Curriculum Team Leader or Head of Campus. For courses designated red, a series of meetings take place, chaired by the Deputy Principal with the Course Leader, accompanied by the Assistant Principal. An action plan is agreed to secure improvement at the first meeting. Progress against the action plan is monitored through subsequent meetings. Reports on Courses with Serious Concerns are provided to the Quality and Standards Committee on a termly basis.

Assessment Board Meetings	These meetings take place to confirm module marks for qualifications that are on the Framework of Higher Education Qualifications and where the provision is not franchised. Careful consideration is given to internal quality assurance processes, the award of borderline marks, and extenuating circumstances relating to individual students.
Operational Higher Education Committee	The Operational Higher Education Committee meeting is chaired by the Higher Education Manager and oversees the operational delivery of the College's Higher Education programmes.
Strategic Higher Education Committee	The Strategic Higher Education Committee meeting is chaired by the Principal and is concerned with the maintenance of academic quality and standards in the College's higher education provision, and the enhancement of the quality of the higher education student experience.
Annual Monitoring Reports	For all Higher Education qualifications on the Framework of Higher Education Qualifications an annual monitoring report is produced at the end of an academic year. This is to review their performance and confirm that quality and academic standards have been maintained in accordance with all external and internal benchmarks and requirements.
Periodic Review	Periodic Review is the periodic appraisal of Higher Education programmes. The College is committed to ensuring that the academic standards of the Higher National programmes it delivers are maintained and that the quality of learning opportunities provided for students on these programmes is enhanced through regular monitoring and periodic review.
Self-Evaluation Document (SED)	The production of annual monitoring reports at course level along with survey results, external examiner reports, periodic review outcomes and student feedback form the basis for the College's annual self-evaluation document for qualifications on the Framework of Higher Education Qualifications. The annual Enhancement Action Plan outlines the actions identified for the improvement in the quality of the College, programme of study and/or student learning opportunities for qualifications on the Framework of Higher Education Qualifications. The SED and enhancement action plan are produced by the Higher Education Manager. These are approved by CMT and the Quality and Standards Committee. Monitoring of the enhancement action plan is the responsibility of the Strategic Higher Education Committee.
Student Voice	Each course elects a course representative. Students' views will be sought at scheduled times throughout the year by means of student surveys, learner focus groups and forums. All students complete the College's annual student survey provided by QDP and the FE Choices Learner Survey.

	The student complaints procedure outlines the actions to be taken in the event of a complaint from a student about College services.
Employer Voice	Employers are invited to provide feedback through the FE Choices Employer Survey.
	Employers provide feedback to College Assessors and Business Development Officers and are invited to Employer Open Events and other meetings as appropriate.
Subcontractors	Regular meetings and consistent processes of quality assurance to ensure students are benefitting from high-quality training and assessment and complying with the Sub-Contracted Agreement in place.
Internal Quality Assurance	A consistent process of internal verification/moderation for all course provision in accordance with the College Internal Quality Assurance Policy.
External Quality Assurance	Organising and supporting cross-college responses to external agencies, including Ofsted, IQER, Awarding Bodies ensuring positive outcomes.
Internal Audit	Internal college processes and systems are subject to internal audit to provide independent assurance that the College's risk management, governance and internal control processes are operating effectively. The schedule of works is determined by the College's objectives, its risk profile and assurance framework in line with the Internal Audit Strategy document.
Quality Policies	Maintaining up to date policies and procedures in order to deliver the commitments of the Quality Strategy.
Sharing of Good Practice	Ensuring examples of good practice are identified, promoted and shared across the curriculum areas, CPD opportunities and Staff Development Days. Good practice is shared, discussed and disseminated by the Assistant Principals, in Curriculum Team Leader and Course Team Meetings.
	Ensuring timely identification of underperformance and implementation of effective intervention strategies as detailed within the College's Staff Capability Procedures.

3   Related Policies, Guidance Documents or Templates

Student Assessment Policy
Internal Quality Assurance and Appeals Policy
Academic Misconduct Policy
Accredited or Recognised Prior Learning Policy
Tutorial Policy
Student Complaints Procedure
Staff Capability Procedures
Teaching Observation Guidance

Lesson Plan Templates
Scheme of Work Templates
Group Profile Template
Student Tracker Template
ILP and Tutorial Review Templates
Student Handbook Template
Assessment Board Guidelines
Internal Audit Strategy