

## Quality Assurance Policy

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Originator:	<i>Vice Principal and Director of Curriculum and Learning</i>

# Quality Assurance Policy

## 1. Principles

- 1.1 Great Yarmouth College is committed to providing a quality learning experience for all learners by:
- a. identifying key processes and systems
  - b. developing effective organisational arrangements
  - c. focusing on internal processes which are bound up with aims and objectives
  - d. fostering ownership and commitment among staff

## 2. General Aims

- 2.1 Great Yarmouth College seeks to provide the best quality learning experience for every learner by continuously improving the quality of the college's provision and resources.
- 2.2 A commitment to quality means that the college will ensure a match between each learner's skills and knowledge acquisition with an appropriate course, through interview, appropriate guidance, diagnostic assessment and induction.
- 2.3 In order to do this it is vital that the college regularly evaluates all aspects of provision by systematically:
- sharing good practice
  - participating in staff development
  - monitoring and reviewing as part of self assessment and development planning
  - participating with Norfolk LSC in Provider Performance Reviews

## 3. Implementation

To implement this policy, the college will:

- 3.1 Actively work towards involving everyone in the sharing of ownership of quality services and provision.
- 3.2 Require all team leaders to produce an annual self assessment report and development plan which links their course teams self assessment and development plans.
- 3.3 Compare performance indicators with benchmarks in order to review provision and set annual targets.
- 3.4 Use Standards Fund to help address weaknesses and raise standards.
- 3.5 Carry out annual internal observation of teaching and learning.
- 3.6 Carry out annual staff appraisals.
- 3.7 Develop and monitor service standards for each service team.
- 3.8 Carry out learner, parent, employer and staff satisfaction surveys, benchmarked nationally where possible.

- 3.9 Design procedures for MIS data to ensure that student data is accurate and owned by the teaching team.
- 3.10 Design procedures which will ensure that external verifier reports are analysed, key messages identified, with priorities for action and monitored by the Team Development Board.
- 3.11 Ensure that all college staff understand the college's mission and objectives.

#### 4. **Focus of the policy**

4.1 The college quality processes will operate at four levels:

- a. Strategically through the Corporation and Curriculum and Service Quality Committee
- b. At course level through the teaching team development boards
- c. At student level through the student support systems
- d. Cross college through the service area team forums.

#### 4.2 **Curriculum and Service Quality Committee:**

- The committee will receive reports from teaching teams via Academic Board minutes. These will include action plans from the team development boards.
- The committee will receive the college annual self-assessment report and will monitor the action points included in the development plan, as well as any targets set for enrolment, retention and achievement.

#### 4.3 **Cross college quality assurance:**

- All service areas will hold an annual service development board review where they review their Service Level Agreements and/or Service Standards and draw up action plans and/or operating statements. There will be a set agenda for these meetings and the reviews should involve all staff in the area as well as representatives from other teams.

#### 4.4 **Course Quality Assurance:**

- **Team development boards** will meet termly to review all areas of their course operation. There will be a set agenda with formal minutes and action plans. These will be passed to the team development steering group which report to Academic Board on a termly basis.
- **The internal validation panel** will receive details of any new courses or changes to programmes on a monthly basis for approval. This steering group will report to Academic Board.
- All courses will hold an **annual review** comprising of the details of course reviews held throughout the year and to confirm that course documentation has been completed, procedures followed and action points addressed ©

#### 4.5 **Student Level :**

- All full time students will be allocated a personal tutor. Every personal tutor is requested to review learners' progress regularly against an Individual Learning Plan (ILP) which has details of qualifications on entry and personal targets for achievements. There should be a minimum of 3 ILP reviews per year. ⑤
- Formal complaints by students will be made through the **complaints/ suggestion process** as outlined in the student handbook.
- All students will have the opportunity to complete **student satisfaction surveys** at key times during their programme usually after enrolment and Induction and then later in the year usually in March/April.
- **Student representatives** will be elected to both Academic Board and the Corporation.
- The college will encourage the integration of **students with disabilities** into the college. Students with learning difficulties will be offered individualised programmes of study to assist them where necessary in line with the college's Equal Opportunities Policy.

## 5. Development, monitoring and evaluation of this policy

- 5.1 The college's quality and standards steering group will systematically monitor and evaluate progress against an annual action plan and will be responsible to the Academic Board for continued development and review of this policy.
- 5.2 The Steering Group will be chaired by the Vice Principal.
- 5.3 The Steering Group will be empowered to co-opt staff throughout the college as appropriate.

<b>Record of changes</b>			<b>Owner:</b>	Vice Principal
<b>Details</b>	<b>Date</b>	<b>Issue</b>	<b>Approved by</b>	<b>Date approved</b>
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