

Quality Assurance and Improvement Policy

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Person Responsible	Deputy Executive Principal – Teaching, Learning & Improvement
Approval/review bodies	SLT / Corporate Board
Frequency of Review*	24 Months

** Policies will be reviewed more frequently if legal changes or good practice require*

Review History:	
November 2012	Title changes
December 2013	Minor amendments and title changes
March 2015	Minor amendments; job title changes
March 2017	General Update
June 2021	General Review
September 2023	General Review – minor amendments.

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1. Intent

North Kent College ("the College") which incorporates Hadlow College, is committed to the quality improvement of all its operations. This policy sets out these quality aspirations. Standards of performance are monitored annually through the self-assessment process as well as through a range of regular reviews, audits, meetings and committees. Key stakeholders in these processes include Governors, learners, staff, partners, employers and parents/carers.

2. Scope

This policy operates within the context of the College's Equal Opportunities and Diversity Policy. It applies to all leaders, managers, teachers, support staff and learning support staff and, with minor modifications where agreed and appropriate to other business and delivery partners.

3. Standards

The College will act to ensure that quality improvement is promoted continuously and consistently. It will:

- 3.1. work to an annual quality framework and cycle linked to strategic planning and in accordance with the awarding body requirements;
- 3.2. implement and regularly review policies and procedures central to standards of students' learning and achievement;
- 3.3. devise, adopt, monitor and openly and honestly review performance against performance indicators and quality standards across all areas of the College's work to action the identified areas for improvement to ensure the College is on a total quality management review cycle;
- 3.4. carry out systematic annual self-assessment at individual and team levels through the processes of appraisal, self-assessment documents, and course reviews, leading to action planning for improvement to be implemented. Formats used will reflect national initiatives and awarding body requirements, including those from Ofsted;
- 3.5. use national averages data, moderation processes and external scrutiny to validate internal judgments wherever possible;
- 3.6. ensure that all staff are supported, in order to understand and implement quality procedures, such as action planning, target setting, monitoring of performance indicators and making evidence-based judgments;
- 3.7. New staff will be supported through the quality processes by their line manager or an appropriate delegated member of staff in their first year of work, or longer if deemed necessary;

- 3.8. promote a culture of continuous improvement by encouraging the exchange of ideas and sharing of good practice;
- 3.9. implement and monitor the effectiveness of strategies for remedying identified performance weaknesses; action plans should be formulated from the feedback from the internal verification, standards, external verification or monitoring process from the awarding body, these action plans should be implemented to improve the standards and quality of every course;
- 3.10. inform learners and other users of College services of the standards they can expect, by a range of means such as marketing publications, induction briefings for staff and learners and explaining the ongoing processes of maintaining and improvement of standards;
- 3.11. implement effective feedback systems which demonstrate to users how their feedback has led to improved quality of service; including the learner voice through surveys, focus groups, student participation, course team meetings and a compliments/complaints procedure.

4. Quality Monitoring

- 4.1. The implementation of this policy will be monitored by the Senior Leadership Team and the Corporate Board, to which a designated senior leader will present and review monitoring reports.
- 4.2. The College will undertake the following activities to support the effective monitoring of quality and standards.
 - 4.2.1. The views of students, staff and other users of College services will form part of the monitoring data, as will feedback from external professionals, if appropriate.
 - 4.2.2. Every curriculum area will carry out a process of reviewing and evaluating the courses for which it is responsible, culminating in an annual review for the curriculum area and feeding through into the cross College Self-Assessment Report ("SAR") and Quality Improvement Plan ("QIP").
 - 4.2.3. Departmental control and monitoring and audit procedures to identify areas of inconsistency and priorities for improvement, will be carried out by curriculum teams, under the guidance of the Deputy Executive Principals, the Vice Principals and the Assistant Principals.
 - 4.2.4. A common process of internal verification for all course provision within the awarding body guidelines.
 - 4.2.5. Annual lesson observation cycle for all teaching staff to embed quality standards.

- 4.2.6. Gathering feedback through the learner voice using a variety of mechanisms and the use of this feedback to evaluate the College's provision in order to identify actions for improvement.
- 4.2.7. The production of an annual cross-college self-assessment report and quality improvement plan identifying actions for improvement and actioning these areas for improvement.

5. Implementation

Staff roles

Individual members of staff have a key role in making the system work. All staff are part of this process; each curriculum area will devise a quality system in accordance with the needs of the qualification, the learners, the staff and the awarding body guidelines and meeting the necessary scrutiny of the College quality processes.

Senior Leadership and Heads of Curriculum are responsible for monitoring that these standards are implemented to ensure the greatest impact for the College's learners.