

Quality Policy



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Quality Assurance & Improvement at Petty Pool Vocational College

Purpose

To support the college's mission "to deliver exceptional education, within an inclusive environment, building a strong foundation for life".

Petty Pool Vocational College (PPVC) is committed to raising standards and improving the quality of education offered to young people. The guiding principles of the College's Quality Policy are:

- To ensure that all learners are offered a high-quality education through rigorous monitoring of the intent, implementation, and impact of programme provision.
- To establish and maintain effective systems to monitor and improve the quality of all aspects of college activity.
- To create a calendar for operational quality assurance and improvement that includes self-assessment review (SAR) & continuous quality improvement planning (CIP), stakeholder feedback and monitoring of teaching, learning and assessment, including accredited and non-accredited (RARPA) qualifications.
- To ensure that teaching, learning and assessment are sequenced effectively in enabling learners to maximise their potential and achieve their personal objectives.
- To ensure the quality framework supports learners' success and progression to their next steps, in line with their ambitions and aspirations.
- 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 educational standards.

Scope

This policy covers all college activities and staff.

Responsibility

The Director of Education (DofE) has overall responsibility for maintaining quality and will ensure that the arrangements for ensuring quality are reviewed and enhanced.

The Director of Inclusion & Quality (DofIQ) is the representative on all matters related to quality assurance and quality improvement and is responsible for implementing quality systems in accordance with college policy.

DofIQ will also ensure the process of continual improvement is adhered to in accordance with the requirements of national developments and/or legislation, the terms and conditions of the subcontract agreement with Cheshire College South & West (CCSW) and in collaboration with the Senior Management Team at Petty Pool Vocational College.

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

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

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 learner success and securing a high-quality learning experience for all.

Ownership and responsibility for quality management and improvement actions rests with all college managers. Managers, working with their teams, will evaluate the quality of work in their area and carry out actions to sustain high quality and identify and act upon areas that require improvement.

Quality Assurance

Petty Pool Vocational College will use the following methods of Quality Assurance:

Standards and Benchmarking; the college will have clear performance standards/Key Performance Indicators (KPIs) and a robust Continuous Improvement Plan (CIP). Measurements of performance will be compared with those standards/KPIs. The college's overall performance will be measured by its inspection reports, sub-contractual inspections (CASAs), internal quality activity and external quality activity where appropriate.

Target-setting, Monitoring, and Interventions; targets for performance will be set and progress towards achieving targets 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 for targets to be met and will take place through quality activities such as targeted quality assurance activity, thematic learning walks, formal lesson observations, standardisation practices and quality reviews.

Stakeholder 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 stakeholders. The college will report the analysis of stakeholder feedback annually as a minimum to the board.

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 board.

Self-Assessment and Quality Improvement Planning; self-assessment will be structured on the Ofsted Education Inspection Framework (EIF) and/or Petty Pool KPI's. It will be evaluative, with clear judgements about strengths and weaknesses. All managers will play a part in the self-assessment process and feed into the annual Self-Assessment Report (SAR) as well as the Continuous Improvement Plan (CIP). The college's annual Self-Assessment Report (SAR) will be received by the board and sub-contracting partners.

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.

Quality Improvement

Petty Pool Vocational College will use the following methods of Quality Improvement:

- (a) **Continuous Professional Development (CPD) and Training;** all staff will access a CPD programme which develops their practice and aligns with key organisational priorities as identified through quality assurance activity. Feedback will be captured following all CPD and training and used to assess effectiveness and further priorities. Staff will be supported to attend externally run CPD and training in line with their personal, and organisational, development.
- (b) **Peer Review:** internal and external peer review processes allow teaching and learning staff to observe best practice within the college and the wider FE and skills sector and use this to develop own practice.
- (c) **Teaching & Learning Resource Bank;** all staff have access to a wealth of high-quality resources to improve and advance subject, specialist SEND/high needs and pedagogical knowledge and skills.
- (d) **Partnerships and Networking;** all staff will have the opportunity to network and collaborate with other colleges and employer partners, sharing best practice in specialist FE.
- (e) **Standardisation:** those responsible for delivery, assessment, and internal quality assurance of formal qualifications to take part in planned standardisation meetings and events.
- (f) **Reflective culture:** all quality assurance activity provides staff with the opportunity to reflect on their own practice including areas of strength and areas for development with setting and reviewing of targets as appropriate.

Key documentation

- Quality Calendar
- Self-Assessment Report (SAR)
- Continuous Improvement Plan (CIP)
- Key Performance Indicators Reporting (KPIs)
- Management Information System (MIS) reports
- Internal Quality Assurance Procedure and IQA documentation

- Observation of Teaching, Learning and Assessment (OTLA) procedure
- Observation of Teaching, Learning and Assessment (OTLA) individual records
- Learning Walk Procedure
- Learning Walk Records
- Schedule of CPD and Training
- Register of CPD and Training
- Staff Appraisal documentation
- Stakeholder surveys
- QIG meeting minutes and actions
- Meeting minutes