



## **Quality Assurance Policy 2015-2016**

### **Introduction**

Bromley Adult Education College has in place a set of processes to ensure quality will be experienced consistently across all aspects of the College operations (Quality Assurance) and support the College in a cycle of continuous improvement and rising standards (Quality Improvement). At the heart of the cycle is self-assessment

The aim is to achieve quality improvements that are learner focussed and that have a positive impact on the learner experience:

- The quality of teaching, learning and assessment
- The College environment, including resources
- The College services and operations

### **Our Procedures**

The College operates under a Local Scheme of Management, which determines much of its policies and procedures. This includes specification of customer groups, curriculum, quality improvement, customer care, health and safety and budget and financial regulations.

The processes that support quality are set out in detail and available on the College intranet in the policies and procedures area. All staff, from induction and probation onwards, are introduced and trained in these processes. Implementation is monitored to ensure staff understand and comply and that all aspects of the procedures are effective.

Feedback is regularly sought from learners and employers with regard to the quality of their experience of BAEC. This feedback is evaluated by the relevant management team and used to improve the quality of College operations.

### **Quality Assurance Framework**

The College has in place a range of systems and procedures that combine to provide a quality assurance framework.

- College wide annual self-assessment by area of learning and funding stream.
- Annual observation of teaching, learning and assessment cycle
- Moderation of observation of teaching, learning and assessment grades and process
- Annual staff development plan
- Staff appraisals
- All new tutors are encouraged to gain or to be working towards a recognised teaching qualification during their first year of employment

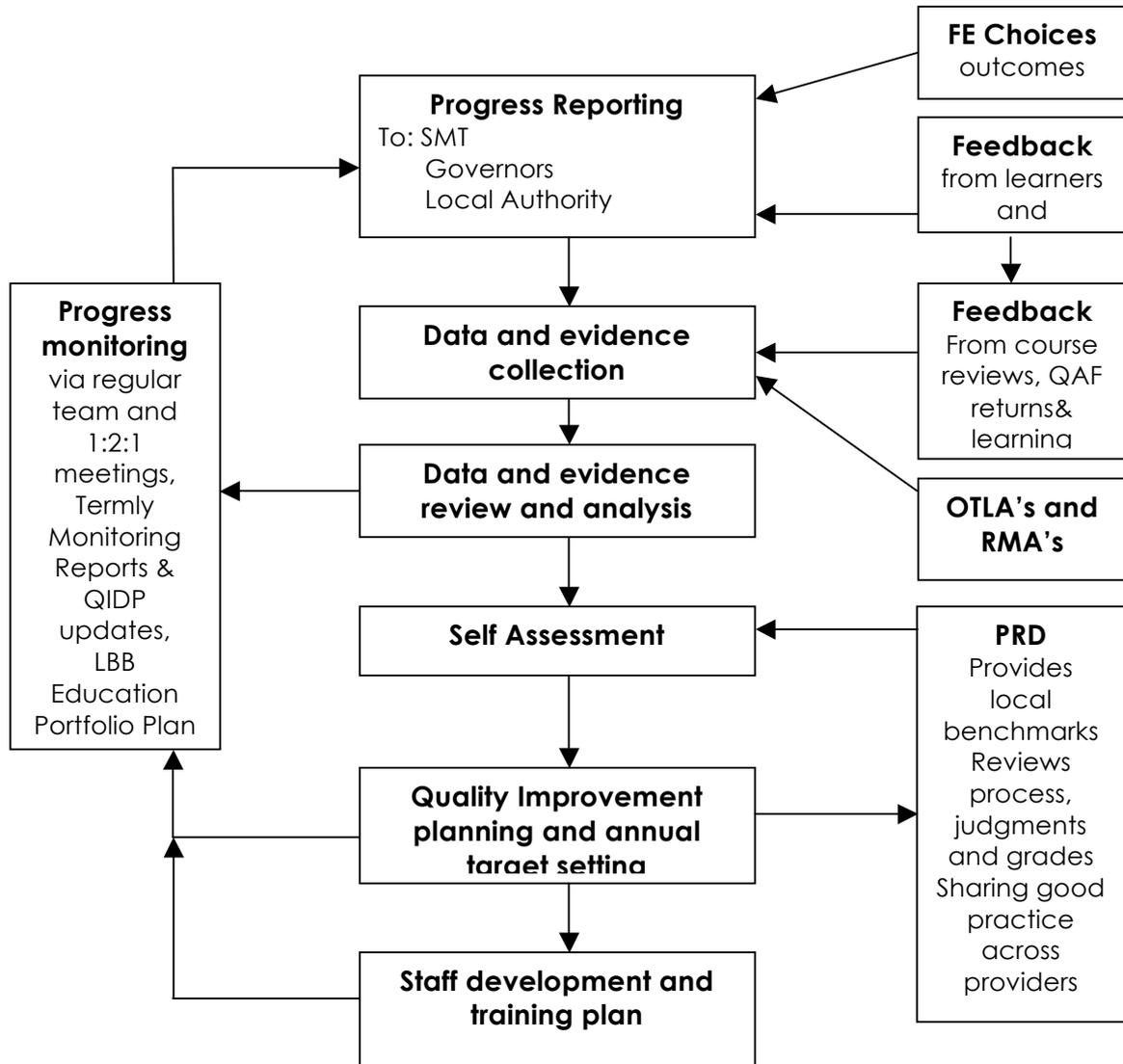
- Probation and mentoring scheme for new tutors
- A master practitioner scheme to support tutors in moving from a “satisfactory” grade to “good” in lesson observations
- Annual course review and evaluation by subject sector category
- Student involvement strategy, including student focus group meetings hosted by college governors
- A customer care policy, with complaints and issues of concern investigated by the customer care team
- Student and staff induction programmes
- Learning walks
- Quality Assurance Folders (QAFs) for all courses
- Board of Governors that meets formally six times per academic year
- All college policies and procedures that support the quality framework are available via the College intranet and shared drive
- Matrix accreditation (achieved November 2014)
- Quality support visits (community partners working with BAEC as part of the CL Strategy)

### **Quality Improvement**

A cycle of review, evaluation, planning and reporting is in place to identify priority areas for continuous improvement and development. The review cycle arises from:

- The college mission statement
- The College Strategic Objectives and annual targets
- Annual Quality Improvement and Development Plan (arising from the Self-Assessment process) and termly progress reports
- Area of learning quality improvement plans with specific targets
- Observation of teaching, learning and assessment – action planning and coaching process
- Annual Staff Development Plan
- Use of target setting – college-wide, faculty and subject sector category.
- Staff appraisal and regular “Work in progress” review meetings.
- Sharing of good practice through team meetings, networking and learning walks
- Use of feedback – student surveys (BAEC and national), student focus groups, complaints, compliments and “Tell us how we are doing” campaigns, social media platforms such as Twitter and Facebook.
- Learner mid-course and end of course reviews
- Termly Monitoring reports
- Analysis of learner data on enrolment, retention, achievement and satisfaction to identify trends and sections requiring improvements or a change in policy or procedure.
- Use of national, local and internal benchmarking data to identify priority areas for improvement
- Peer Review and development, working with three local adult learning providers to moderate self-assessment, develop local benchmarks and share good practice.

## Summary of how Self Assessment fits into the 2015/16 Quality Cycle



This policy can be obtained from

- The College Intranet
- The College website
- Reception at the three BAEC designated Centres