

BHASVIC

QUALITY ASSURANCE AND IMPROVEMENT POLICY

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1. Policy Statement

Our aim at BHASVIC is to embed and sustain a quality culture that is positive, innovative, reflective, collective, student-focused and to a great extent self-sustaining. It is a culture in which staff work hard and have high morale. Quality processes are owned by all staff and approached with the positive regard that comes with knowing we have high calibre colleagues who genuinely want the best for our students. In such an environment, staff naturally take pride in developing their skills. They have an inherent interest in the collective experience of working in an educational environment and are looking to work with others to share ideas and evolve their practice.

There are high standards at BHASVIC but it is a safe environment in which to innovate. BHASVIC quality systems recognise and encourage supported innovation and creativity. Curiosity about how students learn and a deeply rooted desire to continually improve student outcomes and experience is at the heart of the college's ethos. High quality performance can flourish and is only sustainable in a 'high challenge, low threat' culture where people feel safe to take risks and innovate. The college's quality cycle and systems are informed by contemporary knowledge and practice.

The formal processes of self-assessment, internal/external quality review, observation and professional development and review are intended to foster this quality culture. The aim is for these processes to be thorough without being bureaucratic, developmental rather than judgmental, collaborative rather than top-down, and meaningful rather than superficial or tokenistic box-ticking exercises. Professional dialogue and the use of and curiosity about evidence, impact and feedback are central tenets to continual improvement and quality assurance. We have rigorous procedures in place to tackle poor or under-performing staff who do not fulfill the high expectations which are built into our quality culture but we deal with them by exception. Similarly, complacency or coasting performance is not part of the cultural DNA of the college, staff or students and a determination to develop and improve is built on astute use of evidence and self-evaluation.

Real quality is all about having an educational environment in which staff support each other and our students as best as we can. It is about understanding that we are people as well as professionals and it is about recognising that the metrics and information that help inform our own understanding of how we are performing individually and as a college are complex and multi-faceted. Our quality systems are designed to develop and sustain a High Challenge, Low Threat culture ensuring that all staff - in whatever capacity - are developed and supported to ensure that the young people who depend on us receive the best possible quality of education, support and experiences to enable them to make a success of their future lives.

2. Policy Scope

Quality assurance and improvement is an essential aspect of all roles, responsibilities, operation and strategies at the college. The college's primary purpose is to change lives through learning and to be a Contemporary, Creative Learning Community. The scope of this policy therefore affects all people, resources and activity at BHASVIC and so broadly defines the ethos, processes and responsibilities for quality assurance and improvement in the college.

Internal and external, evaluation processes also take place regularly, for example Audit, External Quality Reviews, Peer Observations and Ofsted Inspections. In every case, the college's approach to evaluation is one of transparency and a genuine desire to learn and improve. Where national or other benchmarks exist, the college seeks to be well above average in these. Where underperformance occurs, individuals, managers and teams are supported to improve and interventions normally only take place after longitudinal evidence shows a lack of adequate progress.

3. Policy Aims

The college aims to achieve the best and sustained outcomes it can for its students.

The College aims to have robust and accurate self-assessment which leads to evidenced and sustained improvement in the quality of provision and student experience and success.

We aim to maintain the aspiration for outstanding provision in all aspects of college activity through:

- staff confidence in the self-assessment process through a coherent quality cycle which all staff understand, contribute towards and value.
- evidence data and tools for individuals, teams and managers to use for live self-assessment which informs in-year changes and improvements.
- Rigorous monitoring of self-assessments and action plans.
- learning from and acting upon students', parents', users', staff and other stakeholders' comments in surveys, representative groups' feedback.
- The sharing of good quality practices across all areas of College business.
- assessing the capabilities of our staff and providing opportunities for their development.
- challenging underperformance positively, supportively and robustly.
- recognising and celebrate outstanding performance.

4. Roles and responsibilities

All college members, including students:

- Take responsibility for their awareness of, value in and contribution towards the college's culture and methods for continual improvement, including by providing informed and considered feedback on their experiences, outcomes and opinions.

Student Union, Student Governors, Student Council and Student Representatives:

- Coordinate and contribute towards the college's feedback processes through existing structures and through wider opportunities that arise.
- Take their Student Representation roles conscientiously, providing a platform for the student body to make its voice heard on all matters that are important to student wellbeing, success and needs.
- Support the voice and needs of disadvantaged or minority student groups, advancing equality, diversity and inclusivity for all members of the BHASVIC community.
- Inform and comment upon the strategic and operational direction of the college, via representation to SMT at Student Council and Governor meetings

All members of staff:

- Conduct a Self-assessment of their own performance and professional development annually, via the college's PDR processes.
- Contribute towards relevant team, department and service Self-assessment reports and action plans.
- Participate in relevant quality assurance, improvement and research activity, such as observations, user and student voice feedback, user surveys and data analysis.

- Contribute towards the appraisal of their line manager and/or peers, when relevant.

Managers:

- Coordinate, consult on and generate Self-assessment reports and actions plans (SARAPs) annually, including in0year monitoring, reviews and adjustments.
- Identify staff development needs and plan and facilitate the professional development of their staff.
- Take a lead on managing the performance, including underperformance, of their staff and team(s).

Human Resources:

- Facilitate annual professional development reviews.
- Support and advise managers in responding to performance concerns and matters of college policy.
- Monitor and facilitate Staff Development, reporting on outcomes and strategic direction.
- Advise the Senior Management Team on legal and contractual matters regarding quality assurance processes and procedures.

Curriculum & Quality Team:

- Has strategic responsibility for quality assurance and improvement processes across the college, in partnership with SMT.
- Takes an advisory and leadership role in supporting managers across the college in quality improvement and assurance.

Deputy Principal:

- Ensures that all quality processes are compliant with wider college policies, legal and contractual obligations.
- Takes the role of Quality Nominee during Ofsted Inspections and provides the first point of contact for Ofsted with regard to monitoring visits, Ofsted research and surveys.

Senior Management Team:

- Monitor, review and report to all stakeholders on the quality of all areas of college provision.
- Set strategic and operational priorities for the college on a regular basis.
- Ensure governors have the information they require to fulfill their role of checking, challenging and assuring the quality of the college's provision and setting the overall ethos and strategic direction of the college.
- Take a leading role in performance improvements and concerns.
- Ensure all staff have the information and training they require to achieve high quality outcomes in their work.

The Principal:

- Establishes, in partnership with staff, students and governors, the ethos and culture of the college's quality agenda.
- Provides a key link between all college stakeholders and especially between staff, students, governors and external partners/ validators.

Governors:

- Set the overall ethos and strategic direction of the college's approach to quality improvement and assurance.
- Ensure that the college has appropriate policies and mechanisms in place for Quality Improvement and Assurance and that these are updated regularly.
- Take collective responsibility for ensuring that quality processes provide continual improvement and assure that outcomes for students are of the highest standard. They will achieve this by assessing

annual and in year reports on student progress and outcomes and by providing challenge to the Senior Management Team over quality assurances and progress with annual quality plans and targets.

5. The Quality Cycle at BHASVIC

The self-assessment process runs throughout every level of the college, from individual professionals, through teams and departments at every level, to senior management and governance.

Self-assessment of strengths and areas for development at individual, team and college level are through the use of simple, diagnostic questioning, which leads to better evidence-based evaluation and strategies for improvement:

- How good are we and how do we know?
- What actions do we need to take?

The following quality cycle is expressed from the perspective of the individual through to the whole college.

Individuals

Each member of staff at BHASVIC completes an annual Professional Development Review. This review is a two-way process of professional dialogue, where the member of staff can reflect with their line manager on their performance, development, ambitions and interests in their work.

Staff are encouraged to reflect on their performance in-year and live, discussing and adapting their actions and strategies as they develop. Managers are encouraged to take a long view on development, avoiding a metrics target culture which can frequently lead to 'gaming' or misguided motivations.

Curiosity, agency, High Challenge, Low Threat and ownership for the member of staff are critical motivators in sustainable ambitions to improve.

PDRs are reviewed mid-year.

The college does not use a performance-related-pay approach to professional development and, as underperformance is rare, this is dealt with robustly and transparently with the member of staff through clear policies and procedures.

New employees to a role complete a two-way probation process which supports the member of staff to perform to a high standard and identifies development and training needs.

Teams

College activity centres on Departments or Teams working on specific areas of provision.

Each year these teams conduct Self-Assessment Reporting and Action Planning, where a review of the past year is informed in particular by longitudinal and benchmarked evidence and user voice. High quality self-assessment is encouraged through diagnostic and evaluative methods.

SARAP documents involve input from the whole team and support from the team manager's line manager. Each team produces a series of actions (projects or developments) which are monitored and evaluated regularly through the course of the year.

Self-assessment is validated through meetings held with line managers, members of the Senior Management Team and Governors.

The College

Departmental SARAPs inform the overall college Self-Assessment Report (SAR) which looks back on performance in the previous academic year and includes suggested actions which are collated into a College Development Plan (CDP) for the year ahead.

The SAR and CDP are validated and monitored regularly by governors, who provide challenge and scrutiny on evidence and alignment with the college's strategic aims.

The SAR and CDP do not shy away from areas of college provision which needs to improve and the SAR includes the use of the Ofsted Education Inspection Framework structure and criteria to report on and evaluate the college's provision.

Governance

The college produced a three-year Strategic Plan to articulate the current and future landscape in which it operates and the direction it aims to take to provide the best outcomes and experiences for its students.

Under the Strategic Plan sits Curriculum Intent, which articulates the type and reasons for the curriculum and wider provision the college offers to its students.

Governors self-evaluate their performance through an annual Governance SAR, which robustly reports on the Corporation and Committee efficacy and impact.

6. Related Documents

All other college policies and key documents relate to the quality of provision at BHASVIC. Documents of particular note are:

College Policies and documents:

College Development Plan (CDP)
College Self-Assessment Report (SAR)
EDIMs Reports
Equality, Diversity and Inclusivity Policy
Instrument and Articles of Government
Performance Indicators Internal External Audit
Quality Handbook
Risk Management Policy
Self-Assessment Reports and Action Plans (SARAPs)
Strategic Plan

Student Policies and documents:

College Strategic Plan
Complaints Policy and Procedures
Learner Voice Strategy
Safeguarding and Child Protection Policy
Student Attendance Policy
Student Behaviour Policy
The Student College Contract

Staff Policies and documents:

Absence Management Policy
Disciplinary (Capability) Procedure
Disciplinary (Misconduct and Capability) Policy
Disciplinary (Misconduct) Procedure
Disciplinary Procedures for Senior Post Holders
Probation Policy
Professional Development Review of SPH Policy and Procedures December 2017
Professional Development Review policy
Staff Code of Conduct and Model of Professional Behaviour
Staff Development Policy
Staff Recruitment and Selection Policy