

Reference Number: P30

# Quality Assurance Policy and Procedure



Policy Review					
Author/Owner	Position	Approved by:	Approval Date	Review Cycle Review Date	Published on Website Y/N
Andy Mitchell	Quality Manager	Corporation 	12.12.24	Annual December 2025	Y

Document control – Revision History						
Author/Owner	Summary of Changes	Date	Date last reviewed by SED	Version	Recommend to SED Y/N	
Derrick Goddard	Updated to reflect change in job role.	20.10.17	11.11.15		No	
Derrick Goddard	Updated to reflect change in job title.	01.10.19	11.11.15		No	
Matt Hann	Name, job title, benchmarks and mission statement amendments; amendment from CIF to EIF language; Kite-marks (i.e liP and Matrix) removed	05/11/19	11/11/15		No	
Susie Peart	Updated to reflect current responsibilities and processes	11.11.21				
Susie Peart	Equality Impact Screening updated	1/9/22		v1		
Andy Mitchell	Front Sheet completed Quality Procedures added to linked documents. Additions to Quality Procedures	1/11/23		v1.1		
Andy Mitchell	Update to mission statement,	2/9/24		v1.2		
Andrew Mitchell	Update terminology IV to IQA	04/12/24		V1.3		

Initial Equality Impact Screening			
<b>Has anyone else been consulted on this policy and/or procedure?</b>			
<b>What evidence has been used for this impact screening (e.g. related policies, publications)?</b>			
<b>Declaration (please tick one statement and indicate any negative impacts)</b>			
<input checked="" type="checkbox"/> I am satisfied that an initial screening has been carried out on this Policy and/or Procedure and a full Equality Impact Assessment is not required. There are no specific negative impacts on any of the Protected Characteristics groups.			
<input type="checkbox"/> I recommend that an Equality Impact Assessment is required by the Equality and Diversity group, as possible negative impacts have been identified for one or more of the Protected Characteristics groups as follows:			
<input type="checkbox"/> Age <input type="checkbox"/> Disability <input type="checkbox"/> Gender Reassignment <input type="checkbox"/> Race <input type="checkbox"/> Religion or belief <input type="checkbox"/> Sex <input type="checkbox"/> Sexual orientation <input type="checkbox"/> Marriage & civil partnership <input type="checkbox"/> Pregnancy & maternity			
<b>Completed by:</b>	<b>A Mitchell</b>	<b>Position:</b>	<b>Quality Manager</b>
		<b>Date:</b>	<b>12.12.24</b>
Reviewed by Equality & Diversity Group: YES/NO		If Yes: Date:	
I confirm that any recommended amendments have been made			
<b>Summary of Comments including Recommendations from Equality &amp; Diversity Group Review:</b>			
<b>Amended by Author:</b>		<b>Position:</b>	
		<b>Date:</b>	

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## **1. PURPOSE OF THE POLICY**

- 1.1 To support the college's mission 'To Create Life-Changing Opportunities'. by establishing standards and monitoring performance so that there is continuous improvement in all aspects of the quality of education.
- 1.2 Yeovil College is committed to raising standards and improving the quality of education. The guiding principles of the College's Quality Assurance Policy are:
  - 1.2.1 To ensure that all learners are offered a high quality of education through rigorous monitoring of the intent, implementation, and impact of programme provision.
  - 1.2.2 To establish and maintain effective systems to monitor and improve the quality of all aspects of educational activity.
  - 1.2.3 To create a framework for operational quality assurance that includes: self-assessment & quality improvement planning, stakeholder feedback, benchmarking, monitoring, use of data and observation of teaching, learning and assessment.
  - 1.2.4 To enable the development and improvement of college activities through the involvement of all staff in a self-assessment and quality improvement process.
  - 1.2.5 To meet the needs of all stakeholders including learners, staff, parents, employers, regulatory agencies, inspectorate and to involve them in the review of college performance.

## **2. SCOPE**

- 2.1 This policy and the procedures apply to all staff involved in the management and delivery of all educational provision types.

### **3 RESPONSIBILITY AND AUTHORITY**

#### **3.1 Senior Management Team (SMT)**

- 3.1.1 The Principal has ultimate responsibility for maintaining quality and will ensure that the arrangements for ensuring quality are reviewed and enhanced.
- 3.1.2 The Vice Principal, Quality of Education is the Principal's representative on all matters related to quality assurance and is responsible for implementing quality systems in accordance with college policy.
- 3.1.3 The Vice Principal Quality of Education has executive responsibility for quality assurance within the college.
- 3.1.4 The SMT is responsible for delivering the key strategic aim of outstanding teaching, learning and assessment to maximise learner potential and for ensuring that the provision meets the needs of employers and the community.
- 3.1.5 The SMT is responsible for ensuring that all college support systems work effectively and efficiently, supporting the provision of high-quality services to all stakeholders.

#### **3.2 Quality Management**

- 3.2.1 The day-to-day management of quality issues and procedures is the responsibility of the Quality Manager.

3.2.2 The Quality Manager will ensure that all employees understand the college's commitment to quality and have up-to-date knowledge of quality systems and receive training to assure their efficient delivery.

3.2.3 The Quality Manager is responsible for the issue of all quality procedures. These are available to all staff through the Teaching Learning and Quality HUB on share point.

### 3.3 Curriculum Management Team (CMT)

3.3.1 Ownership and responsibility for quality management and improvement actions in the area they manage rests with all college managers.

3.3.2 Managers, working with their teams, will evaluate the quality and impact of work in their area and carry out actions to improve.

### 3.4 Teaching Staff

3.4.1 Ownership of and responsibility for college standards is shared by all staff; individually and collectively all staff are responsible for contributing to and achieving student success and securing them a high-quality experience.

3.4.2 The college will have a framework of standards so that all staff may know what outcomes are expected from their work.

## 4. **QUALITY PROCEDURES**

4.1 The college will use the following quality assurance techniques:

a. **Standards and Benchmarking**; the college will have clear Key Performance Indicators (KPIs) identified within the Combined Operating Statement. The

college's overall performance will be measured by its Self-Assessment and inspection reports.

- b. **Self-Assessment and Quality Improvement Planning**; in order to maintain focus on the quality of students' experience and on their success, self-assessment will be structured on the Ofsted Education Inspection Framework and/or Yeovil College Professional Standards. It will be evaluative, with clear judgements about strengths and weaknesses and informed by Internal Monitoring Visits. All managers will undertake self-assessment of the area for which they are responsible; such self-assessments will inform and in most cases, be incorporated into the college's annual Self-Assessment Report. Self-assessment reports will be accompanied by an action plan for quality and/ or improvement. The college's annual Self-Assessment Report will be received by the Corporation and once approved, will be published in accordance with regulatory agencies/inspectorate requirements.
  
- c. **Data**; managers will use appropriate data to support the self-assessment of their area. As far as practicable, the college will promote good practice by central recording, processing and analysis of data and the provision of benchmark data.
  
- d. **Target-setting, Monitoring and Interventions**; targets for performance will be set and progress towards achieving them 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.
  
- e. **Lesson Observation**; the quality of teaching learning and assessment will be measured using the Observation of Teaching, Learning and Assessment Procedure. All delivery staff for all provision types (including sub-contractors) will be observed at least once per academic year. During the initial six-month probationary period, teaching staff will be supported with two lesson observations as part of their induction. Successful completion of these observations is a prerequisite for the formal conclusion of their probationary status. During the academic year. Curriculum Leads and Senior managers will conduct Learning Walks to monitor on a broader scale the quality of

teaching learning and assessment within Curriculum areas. Learning Walks are informal and are not part of the formal observation process.

- f. **IQA**; Internal Quality Assurance (IQA) is completed for all qualifications to ensure assessment is valid, reliable and supports the integrity of awarding organisation standards and national occupational standards in the case of work-based learning. A minimum of 3 standardisation meetings take place throughout the academic year to ensure the accuracy and consistency of assessment. A risk-rated approach is employed to design the Internal Quality Assurance (IQA) sampling plan. This method ensures that the selection of samples for IQA is carried out with a keen awareness of potential risks, enabling a thorough and effective verification process.
  
- g. **Customer 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 those who have given their views and will give them our response to any queries or matters of concern that have been raised. The College will report the analysis of stakeholder feedback annually to the Corporation.
  
- h. **Compliments and 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 Corporation.
  
- i. **Documentation**; managers and staff will maintain quality management records to a specification provided by the college. These records will facilitate and evidence active quality assurance together with assisting hand-over in the event of staff changes.

## 5. RELATED POLICIES, PROCEDURES, DOCUMENTS, DEFINITIONS

- Observation of Teaching, Learning & Assessment Procedure
- Customer Feedback Policy and Procedure (including Complaints)
- Internal Monitoring Visits Procedure
- Internal verification Procedure
- Learner Involvement Policy and Procedure
- Malpractice and Maladministration Policy
- Review and Improvement Day Presentation
- Accessing your QDP Learner Survey Report
- Learner Voice Guidance
- Ofsted<sup>1</sup>
- JCQ<sup>2</sup>
- Ofqual<sup>3</sup>
- AoC<sup>4</sup>

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<sup>1</sup> [Ofsted - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

<sup>2</sup> [Home - JCQ Joint Council for Qualifications](#)

<sup>3</sup> [Ofqual - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

<sup>4</sup> [AoC Home | Association of Colleges](#)