



exeter college

Quality Policy

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Consulted with:	Heads of Department and Heads of Faculty
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1. Purpose

The policy commits Exeter College to maintain and improve the quality of its teaching and learning provision through the processes of continuous improvement and quality assurance. The policy applies to all staff, all learners and other stake-holders. The objective is to embed effective quality processes that are rigorously implemented to foster a culture of continuous improvement in all facets of the College.

1.1 The policy supports our five strategic priorities (Exeter College Strategic Plan 2020-2025):

1. HE & Adult Learning
2. Resources & Business Operations
3. Apprenticeships & Employers
4. Sixth Form Centre
5. People

1.2 The policy supports the College by:

- Ensuring the quality of teaching, learning and training across the College
- Meeting learners' needs and continually improving and developing the student experience
- Meeting the priorities of the Skills Funding Agency (SFA)
- Meeting the standards set by national inspection regimes: most particularly OFSTED and QAA
- Meeting the requirements of internal and external audits
- Meeting Awarding Organisation requirements
- Meeting employers' needs
- Identifying strategies for improvement
- Ensuring quality assurance of assessment processes
- Making best use of the talents and energies of the College staff
- Ensuring that teachers tailor delivery to ensure all individual needs are met

1.3 This policy also supports the following promises made to Exeter College students and staff by:

- Providing opportunities to give us feedback through the 'Learner Voice'
- Providing opportunities to give us feedback through the 'Staff Voice'
- Dealing promptly and fairly with any complaints from learners and other stake holders in line with our Compliments, Comments and Complaints Procedure

2. Definitions

- OFSTED – Inspectorate for Schools and Colleges
- QAA – The Quality Assurance Agency for Higher Education
- Awarding Organisations – those bodies responsible for publicly accrediting courses
- QIP – Quality Improvement Plan
- SAR – Self Assessment Review
- ARC - Annual Review of Curriculum

3. Policy

3.1 Exeter College is committed to improving the quality of its provision by:

- Ensuring high standards of professional performance
- Implementing rigorous self-assessment process
- Embedding effective policies and procedures
- Measuring and analysing performance against benchmarks
- Ensuring all staff employed by the College are aware of their joint responsibility for improving the quality of provision

3.2 The quality process involves a cycle of activities of which self-assessment, course and team review are major parts. The major elements are:

- Identifying priorities at different levels of the College, informed by the Strategic Plan
- Establishing performance indicators/targets against which provision is judged
- Collecting data in order to measure performance
- Analysing performance against benchmarks and performance indicators
- Implementing and monitoring quality improvement plans
- Issuing reports on quality issues for the College Leadership Team and the Governors

3.3 This cyclical process occurs at College, Faculty, Departmental and course/team level throughout the College and is informed by the Quality Cycle, which provides the following measures for gathering information and offering developmental opportunities:

- College SAR and QIP
- Faculty SARs and QIP
- Department SAR and QIP
- Annual Review of Curriculum (including analysis of outcomes data)
- Quality and Resources Review
- Deep Dive activity
- Learning Walks
- Staff Development
- Surveys

4. Implementation

4.1 The cyclical self-assessment process is supported by a series of activities, procedures and practises as listed under 3.3 above.

4.1.1 It is the responsibility of Senior Managers and designated Heads of Department and Faculties to:

- identify the strategic priorities for the College in response to internal and external demands and initiatives
- develop and review College policies and associated procedures, guidelines and strategies

4.1.2 It is the responsibility of Heads of Department and/or Faculties to:

- self-assess their area of provision and contribute to the College self-assessment report
- conduct professional performance reviews of all their faculty and departmental staff
- establish mentoring arrangements for all new staff or for staff with new responsibilities

- devise a departmental or faculty training and development plan
- ensure that course teams and teachers keep electronic records of schemes of work, meetings, all documentation related to Quality Assurance processes (Heads of Faculty only)
- ensure completion of the annual self-assessment review and the administration of the induction and on-course student perception surveys (Heads of Faculty only)
- ensure all course teams complete the ARC (Annual Review of Curriculum) – (Heads of Faculty only)
- carry out a programme of teaching observations and learning walks as instructed by the Senior Leadership Team
- maintain and review standard quality service agreements (Heads of Department only)

4.1.3 It is the responsibility of the Assistant Principal for Quality and Student Experience and the Director of Teaching, Learning and Development to:

- manage the annual quality cycle
- review quality improvement plans
- manage and report on the student perception survey processes
- manage and report on the graded teaching observations
- manage and report on the internal Deep Dive process
- draw up the internal annual staff development plan, manage and report on internal staff development
- support the management of the Advanced Teaching Practitioners
- provide continuous professional development opportunities
- ensure, through audit, that all staff comply with quality policies and procedures

It is the responsibility of the Data Protection Officer and Compliance Manager to:

- monitor and report on Awarding Organisation reports
- monitor and report on the complaints procedure

4.1.4 It is the responsibility of teachers and course teams to complete staged area self-assessments via the vehicle of minuted team meetings and final annual review by:

- reviewing of student retention, achievement and target setting
- reviewing of the induction process
- reviewing of the teaching, learning, resourcing and assessment in mid-course
- providing an annual review of curriculum (ARC)
- provide effective and appropriate teaching, training and support for learning
- maintain current electronic schemes of work, which offer flexibility to include all learners at all times and to tailor courses to fulfil individual needs
- maintain electronic minutes of meetings
- maintain all documentation related to QA processes as requested by relevant Awarding Organisations
- undertake appropriate development and training

4.1.5 It is the responsibility of the Senior Managers to:

- validate all decisions on quality issues

4.1.6 It is the responsibility of all staff members to:

- take part in professional performance reviews and attend meetings of the teams to which they belong
- be responsible for the quality of their work and for ensuring the quality of the College's provision

5. Associated Documentation

- College Policies and associated documentation
- College Strategic Plan
- Staff and Student Codes of Conduct
- College Self-Assessment Reports
- College Committees – terms of reference
- Professional Performance Review documentation
- Teacher Observation Processes
- Quality Service Standard Agreements
- Compliments, Comments and Complaints Procedure

6. Monitoring, Review and Evaluation

6.1 The Senior Leadership team is responsible for approving the Quality Policy

6.2 The Board (Quality and Standards Committee) is responsible for adopting the Quality Policy

6.3 The Data Protection Officer and Compliance Manager will review this policy bi-annually

6.4 The definitive version of the policy is stored in the [College Leadership SharePoint Site](#)